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FINAL REPORT

EVALUATION OF READING PRACTICES IN PRIMARY EDUCATION

Málaga University-Spain

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CONTENTS

1.   INTRODUCTION

This compilation report synthesizes the results of the studies carried out by each of the partners on reading practices in Primary Education. Thus, the main ideas on the state of reading pedagogy in each of the participating countries (Spain, Portugal, Italy, Greece and England) are taken as a starting point. In addition, sociodemographic data about the teachers and families who participated are presented.

Following this, the data obtained are analysed in a comparative manner in relation to questions regarding methodologies and strategies for the development of reading competence in students aged from 6 to 12 years (psycho-pedagogical principles; organization of activities; spatial, material and human resources; evaluation and types of texts). Finally, dimensions related to the role of families in learning to read are described.

1.1. STATE OF READING PEDAGOGY

Spain (UMA-CEIP Rosa de Gálvez)

Language must be treated though an interdisciplinary approach, with its main objectives being the development of language skills: listening, speaking and dialogue, reading and writing, and more specifically, encouraging the reading and comprehension of literary texts, which will contribute significantly to developing linguistic or communicative competence. At the same time, knowledge of the language develops, stimulating reflection on its use in any communicative context. Thus, language is a powerful instrument to help us coexist; to express ideas, feelings and emotions; and ultimately to regulate one's own behaviour.

Developing communicative competence makes it possible to decide not only how to use language, but for what, where and with whom to use it. From this reflective and functional point of view, language learning contributes to the development a comprehensive (rather than fragmented) understanding of knowledge, skills and attitudes in students.

Competence in linguistic communication constitutes the basis of learning and is a channel for the development of competence in all its facets,

above all the competences of: learning to learn; social and civic; digital awareness and cultural expression; and mathematics and science and technology.

In order to improve communicative competence in educational centres in Andalusia, educational programmes such as the following are promoted.

▪ *Proyecto Lingüístico de Centro*: of a long-term nature (taking place over three academic years), this offers the centres methodological strategies, materials and resources for the construction of a linguistic project, as well as the necessary advice through training activities and collaborative environments. It requires the participation of numerous teaching staff.

▪ *ComunicA:* divided into four transversal lines of intervention: orality, functional reading-writing, creative reading-writing and audiovisual literacy. This programme is committed to the inclusion of multiple literacies, as well as the impact of families, the importance of literary classics and school libraries.

Another relevant feature is school libraries, which are found in all Andalusian educational centres as resources for teaching and learning.

In relation to international evaluations, and more specifically PISA reports, Spain is currently still below the OECD-24 (540) and the total for the European Union (539). Andalusian students obtained 525 points - a lower result, although not significantly different, from the Spanish average.

Melilla: details of interest for the study (UGR)

The region of Melilla is a city with very particular sociolinguistic characteristics: a population of 86,487 inhabitants from different cultures, the majority being of European origin and with Spanish mother tongue, and Berber of predominantly Mazig or Tamazight mother tongue, which have unofficial family and social use. The region's results in national and international evaluations are worse than those of other Spanish regions, for example, in the 2016 report on the state of the Spanish educational system. In the 2009 PISA report, the last study in which the city participated, it was positioned last in Spain (Rico-Martín and Mohamedi-Amaruch, 2019).

As a consequence of these recurrent results, we find a high rate of educational failure in Melilla, along with the Autonomous City of Ceuta, as shown by a report commissioned by the Ministry of Education and undertaken by researchers from the University of Granada (Sánchez-Fernández, 2010): "Collaboration agreement between the MEPSYD and the University of Granada for the implementation of joint initiatives aimed at improving the quality of educational care for people with little qualifications, reducing early school leaving and improving of non-university teacher training in the cities of Ceuta and Melilla ".

In the aforementioned report it was suggested that the factors that make it most likely that a student will abandon their studies are being between 16 and 17 years of age (regardless of sex), of Berber origin and low socioeconomic background, and bilingual Spanish-Tamazight, with a preference for this second language in the family context. Another factor is that, despite being in school since the age of 3 or 4, they may frequently fail to pass Spanish Language, perhaps repeating a year more than once, especially in the first cycle of secondary education, and abandoning their studies in order to work. The reading habits of students who abandon their studies are typically very meagre, which could lead to difficulties in reading comprehension and in their oral comprehension of teachers' explanations (Jiménez-Jiménez, Rico-Martín and Sánchez-Fernández, 2015).

Faced with such a situation of educational failure and drop out, the Ministry of Education in Melilla carries out a series of programmes (Language Immersion Programme, Educational Support Programme and School Reinforcement Programme for districts IV and VI), together with a compensatory education plan that is carried out in educational centres to develop the communicative linguistic competences of students with poor command of Spanish. Mohamedi-Amaruch (2018) details each of these actions, both current actions and those carried out in previous years. In this way, work is carried out to mitigate the disadvantages experienced by some members of this bilingual group.

Portugal (Associação Jardim Escola João de Deu)

Studies claim that, since the alphabetic system is based on phonemes (sounds), being aware of this from an early age is an extremely important requirement for a more positive relationship between the processes of reading and writing. Therefore, learning to read and write develops in an incremental way, and to learn to read and write, a child first needs to master a set of pre-skills acquired in the early childhood education period.

During the first phase of primary education, children associate the spelling of each word, made up of an organized sequence of graphemes, with its own phonological form. Throughout the process of learning to read, these associations are consolidated, allowing access to the meanings of simple words through their spelling, that is, without the need for phonological mediation (Morais, 1994). There are two phases during the first cycle of basic education:

- *Strictly alphabetic phase:* in which children already have an extensive knowledge of the grapheme and phoneme correspondence system that allows them to decode unknown words. At the beginning of this phase, the reading of words is slow, but gradually increases in speed. This phase is also characterized by a significant increase in memorized words. Children also acquire the ability to read new words by comparing them with phonetically similar words. This phase requires formal education for most students.

- *Consolidated Alphabetic Phase:* characterized by consolidation of the relational system of graphemes and phonemes. The number of words memorized increases rapidly, and children memorize longer words more easily because they can establish a connection with similar groups of letters. The reading of words by decoding also evolves, acquiring a more complex knowledge of the influence that a certain set of letters has on the next set of letters when reading. The identification of sequences of letters that represent graph-phonetic units and morphemes predominates over basic grapho-phonic knowledge identification.

Italy (Centro Machiavelli - Istituto Comprensivo Statale Giovanni XXIII)

Reading practice helps children have a positive and open attitude towards the world around them, knowledge and culture. Those who read at an early age (Kamhi & Catts, 2012) develop good writing skills and also creative thinking. Between birth and 10 years, the shared reading experience is very important: reading with an adult (teacher or parent) is very different from individual reading.(Niklas & Schneider,2015; Nikla, Tayler & Schneider, 2015).

Current pedagogy teaches us that there is no learning without emotional involvement and, for this reason, shared reading is more effective: sharing means staying close; in effect, complicity, emotional involvement and affectivity are strengthened along with the ability to read and interpret the text.

In addition, it should be noted that current reading formats have changed a lot: not only does the paper format continue to exist, but there are also electronic books and applications related to reading, which allow children to interact with books using other senses in addition to sight. (Jewitt and Kress, 2003).Technology, however, cannot replace the value of the presence of an adult in the complicity of shared reading.

The most recent data we have on reading in Italy are those collected by ISTAT (National Institute of Statistics) in December 2019, relating to 2018. Among the most noteworthy data we find the following:

- The audience most fond of reading are girls between 11 and 19 years old.
- Reading is much more widespread in the northern regions of Italy.
- One in ten families does not have a book at home.

This last finding in particular highlights the necessary connection between the school environment and families to cultivate the reading habit amongst children.

Greece (Institouto Technologias Ypologistonkai Ekdoseon Diofantos)

In Greek there is a specific term for the promotion of Reading for pleasure: "Philanagnosia". It is defined as the positive relationship of the reader with the book as the preeminent type and expression of written material and, at the same time, includes specialized educational activities, which aim to model

this relationship, principally through the development of necessary cognitive skills, but also through social skills and aesthetic criteria (Markidis, 2011).

The cultivation of reading for pleasure is related to the multifaceted use of books in school, through various educational activities initiated by teachers who take part in constant professional development, acquiring scientific knowledge and didactic skills in the field of Reading for Pleasure. (Givalou, 2008).

According to research, the family, but also the school and the teacher, plays an important role in promoting reading for pleasure.

The role of the teacher in the development of reading for pleasure is different from the traditional role of the teacher as a transmitter of knowledge, but instead means the teacher must proposing creative activities and act as a mediator and co-reader (Givalou, 2008), as an assistant and collaborator, trying to create reading motivation in students (Malafantis, 2008). This occurs at a time when conditions are not particularly favourable with the prevalence of television and video games in children's lives (Papadatos, 2012).

In this context, two steps taken towards the improvement of reading pedagogy, from the perspective of the pleasure of reading, are the new Curricula for the Teaching of Modern Greek Language and Literature in Primary School (Curriculum, 2011), which promote the development of practices and activities related to books and especially to literature, and the programme "Innovative actions to strengthen reading for pleasure in students" and ongoing initiatives of the National Centre for the Book.

In addition, interest in children's books from publishers or bookshops has grown, which helps to create a climate of reading for pleasure. The media - mainly newspapers and some magazines with book presentations, book reviews, etc., but also state television with programmes dedicated to books - actively participate in shaping this climate.

In the Greek school context, reading, and consequently reading for pleasure, is promoted through the Unified Interdisciplinary Curriculum-Curriculum Framework [Δ.Ε.Π.Σ.Σ.- Α.Π.Σ. (2002)] of the Ministry of Education.

In 2011, the Ministry launched a new plan of studies for the teaching of modern Greek language and literature in primary school. [NSRF 2007-13 / OP. "New school" MIS: 295450). For the first time, the new plan of studies provides for a discrete time during which students come into contact with complete literary texts and not with extracts.

The cornerstone of the literature course is reading, a cultural phenomenon related to almost every aspect of life and culture. The desire to read is transmitted through human relationships: the relationships of students with the teacher; students with each other; students with their families. The new plan of studies for literature is not text-centred, but student-centred.

Despite the background described above, the position of reading in the Greek educational system is marked by the lack of systematic training and updating of teachers in Reading for Pleasure and methodological practices in the educational process. In addition, the fact that Reading for Pleasure on a weekly basis is not a formal or statutory requirement results in the cultivation of Reading for Pleasure being only occasional at school (Givalou, 2008). However, as an objective, Reading for Pleasure is one of the main principles of the Greek Language Curriculum for Primary School (Givalou, 2008). Thus, while on the one hand the contribution of the cultivation of Reading for Pleasure is recognized in the comprehensive development of children's mental and psychosomatic abilities (Dermitzakis, 2008), on the other, the Curriculum does not provide for the autonomous teaching of literature texts at specific weekly times (Givalou, 2008).

Since 2018, public primary schools have been part of the network of school libraries. In each school unit that is part of the Primary School Library Network System, a teacher is appointed as Head of the School Library at the beginning of each school year, by decision of the Teachers Association.

England (Manchester Metropolitan University)

A review of the 2016 Progress in International Reading Literacy Study (PIRLS), identifies England as 'one of the top performing countries in Europe' (McGrane et al, 2017:12) with an average score of 559. This is significantly higher than the average score of 539. The PIRLS 2016 marked the

first cycle in which it was possible to evaluate the connection between outcomes in the Year 1 Phonics Screening Check introduced in 2012 and outcomes in PIRLS. The Year 1 Phonics Screening Check and other statutory national testing will be discussed in more detail in this section; however, findings have shown that there is a direct correlation between achievement in the Phonics Screening Check and PIRLS performance.

The 2019 national statutory tests (SATS), published annually, show that 73% of students met the expected standard. This is down 2% from 2018. The gender gap in reading continues, with 69% of boys meeting the expected standard compared to 78% of girls. The gap between disadvantaged students and others remains stable. The results also indicate a reading gap for children whose first language is not English (EAL): 69% of EAL children met the expected standard compared to 74% of children for whom English is a first language.

The National Primary Curriculum (NC) in England was introduced from 1988, with the most recent version being 2013. Each subject area in the NC has its own Programme of Study. Programmes of Study for English are set out year by year for Key Stage 1 (Years 1 and 2) and for two years for Key Stage 2 (Years 3 and 4; Years 5 and 6). Each Programme of Study has legal requirements related to both reading (word recognition and comprehension) and writing (transcription and composition). Furthermore, it states that students should be taught to read fluently, understand extended prose (both fiction and nonfiction), and be encouraged to read for pleasure. Schools must do everything they can to promote broader reading ... and set high expectations for reading at home.

1.2. DESCRIPTION OF PARTICIPANTS

This section outlines the samples of both Primary Education teachers and families who have participated in the research by filling in questionnaires prepared by the University of Malaga team.

1.2.1. DESCRIPTION OF PRIMARY EDUCATION TEACHERS

The total sample of primary education teachers is 744. The main characteristics of the participants in this study from each of the partners are presented below.

Spain (UMA-CEIP Rosa de Gálvez)

Number of teachers: 240

A sample made up of 240 primary education teachers from the province of Malaga has been selected. The majority are women, specifically 76.3% compared to 23.8% of men. The highest percentage of teachers, 43.3% is in the age range of 36 to 45 years, followed by teachers aged between 46 to 55 years. As for the youngest teachers, under the age of 26, there is a very low percentage (0.8%)

The average number of years of teaching services is 14.8% and the vast majority (80.8%) (n = 194) perform some type of function (tutoring or support teacher). Regarding tutoring, 30.83% are not tutoring in any course (n = 74) and the rest are distributed taking their tutoring as follows: 1st course (n = 30), 2nd (n = 30), 3rd (n = 23), 4th (n = 33), 5th (n = 21) and 6th (n = 20)

And regarding the development of support tasks, 21.7% (n = 52) of the participating teachers were identical. Of these, only 46.2% (n = 24) carry out tutoring tasks.

Therefore, 10% of the total sample carry out their work as a support and tutoring teacher. Next, teacher training will be analyzed from two different dimensions: academic training and the number of training activities it has carried out in the last 5 years. The highest degree of studies that they have, for the most part, corresponds to a diploma (58.3%) and a bachelor's degree (30%), only 3.3% have the current degree. These degrees have allowed them to be specialist teachers in different mentions: Primary Education (41.6%), Foreign Language (English) (17.9%), Physical Education (11.2%), Therapeutic Pedagogy (6.25%), Music (5.83%), Foreign Language (French) (4.1%), Bilingual (3.3%) and others (6.6%).

Regarding the number of training activities, 16% have not carried out any training activity, 53% have carried out between 1 and 3 activities, 13.5% have carried out between 4 and 6 and 17.5% more than 6 activities

Teachers use an eclectic methodology of the various methodologies for reading learning, since they indicate using more than one of them, although it should be noted that 8.3% have not answered the question. The most frequent methodology is the mixed method (41.2%), followed by phonological awareness (38.3%), the global method (33.3%), constructivism (25.4%), the syllabic method (22.5%), the alphabetical method (20.4%) and finally, the phonic method (17.9%).

For this, many rely on a great diversity of texts, the most used being those of the expository type (76.6%), followed by the literary (72.9%), the informative (72.5%), the enumerative (53.3%) and the prescriptive (45%).

In relation to the practical difficulties found in reading, these are mainly due to written (71.6%) and oral (37.5%) comprehension. Next, aspects related to awakening the taste for reading (30%) and readingtechnique (14.5%) are pointed out. Along the same lines, to promote reading, the materials they use the most in class are material (cards, games, passports, readers, pets, puppets.) From the classroom library (90.8%), reading textbook (76.6%), school library material (73.3%), classroom library books (67.9%), and books brought from home (50.4%).

In relation to the type of center where the participating teachers are located, the majority are in urban settings (94.6%) and the minority, in rural settings (5.4%). Ownership is 96.3% public and 3.3% private-arranged. 32.92% of the teachers are in a bilingual center, 15.42% in educational compensation centers and 15% in centers with difficult performance.

The 98.8% of teachers indicate that in their center, teachers establish measures to promote access to reading, both at school and in the family, to provide an environment that encourages and invites children to read in both contexts. 52.9% indicate having been in centers with innovative practices and 62.9% have participated in Institutional or Administration Projects related to the teaching of reading. 63.2% report the existence, either in the center where they currently work or have worked, of a reading method prescribed by the school.

Table 1.

Strengths and weaknesses participants teachers UMA-CEIP Rosa de Gálvez

STRENGTH	WEAKNESSES
Teaching experience (14.87 average years of service	Few continue to postgraduate training (30%)
Bilingual centres (32.9%)	Teachers are mostly women (76.3%)
Teachers take part in continuous training (84%)	Few educational compensation centres (15.4%)
A high percentage of educational support teachers (21.7%)	

Melilla (UGR)

Number of teachers: 47

A sample made up of 47 Primary Education teachers from Melilla has been selected. The majority are women (78.7%) and 21.3% of men. The highest percentage of teachers, 42.6% is in the age range of 46 to 55 years, followed by teachers aged between 36 to 45 years (27.7%), and 26 to 35 years (14.9%). As for the youngest teachers, under the age of 26, there is a low percentage (2.1%).

The highest percentage shows those teachers who have been active for more than 25 years (29.8%), followed by those with between 11 and 15 years of experience (23.4%), while only 8.5% have been active for between 6 and 10 years. The youngest, who have been active for less than 5 years, make up 14.9% of the sample. The average number of years of teaching services in Primary Education is 15.21% and the vast majority (83%) perform a function of tutoring and 17% are not tutoring in any course. The rest are distributed taking their tutoring as follows: 1st course (14.9%), 2nd (12.8%), 3rd (14.9%), 4th (10.6%), 5th (10.6%) and 6th (19.1%).

Next, teacher training will be analyzed from two different dimensions: teaching specialty and the number of training activities it has carried out in the last 5 years. There are 36.2% support teachers and 72.3% specialist teachers in different mentions: Foreign Language (English: 19.1%; French: 6.4%),

Therapeutic Pedagogy (8.5%), Speech-language therapist (21.3%) and Music (2.1%).

Regarding the number of training activities related to the development of linguistic competence in the last 5 years, 12.8% have not carried out any training activity, 46.8% have carried out between 1 and 3 activities, 29.8% have carried out between 4 and 6 and 10.6% more than 6 activities.

Teachers use an eclectic methodology of the various methodologies for reading learning, since they indicate using more than one of them. The most frequent methodology is the mixed method (51.1%), followed by the global method (34%), and the less is phonological awareness (14.9%), see Figure 1.

For this, many rely on a great diversity of texts, the most used being those of the expository type (80.9%), followed by the literary (78.7%), the informative (63.8%), the enumerative (51.1%) and the prescriptive (46.8%).

In relation to the practical difficulties found in reading, these are mainly due to written (72.3%) and oral (44.7%) comprehension. Next, aspects related to awakening the taste for reading (53.2%) and reading technique (29.8%) are pointed out. Along the same lines, to promote reading, the materials they use the most in class are reading textbook (91.5%), classroom library books (85.1%), classroom library material (72.3%), school library material (57.4%), and books brought from home (42.6%).

In relation to the type of center where the participating teachers are located, they are all in urban settings. Ownership is 78.7% public and 17% arranged. Only 19.1% of the teachers are in a bilingual center and 2.1% in educational compensation centers. 100% of teachers indicate that in their center, teachers establish measures to promote access to reading, more at school and they try it in the family too.

55.3% indicate having been in centers with innovative practices and 42.6% have participated in Institutional or Administration Projects related to the teaching of reading. 42.6%

Figure 1. Methodologies for reading learning (%)

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With regard to the coordinated actions between the Infant School stage and the first year of Primary School at the same center in order to encourage reading, reflects the variety of actions taken. Note how those aimed at developing projects

in common with all the elements that can be worked on in any action or didactic proposal stand out.

Portugal (Associação Jardim Escola João de Deu)

Number of teachers: 119

We selected 119 samples of primary school teachers teaching at João de Deus educational centers in the whole country. From the obtained data we verify that a major part of primary school teachers is female (97,4%) and their average age is between 36 and 45 years old. We also verify that the younger teachers participating in this questionnaire

Regarding the working experience we verify that most teachers are already working for at least 21 to 25 years (36,1%) and the less representative are teachers with more than 25 years of teaching experience.

Concerning the institutional typology, the questionnaire has only been put into practice in one institution of the private sector that manages several kindergartens in Portugal. Taking into consideration the schools' location, we verify that 92,4% of inquired people say that they work in urban areas and only 7,6% affirm to work in rural areas.

We analyze now the primary school teachers' background and the number of training courses they attended in the last five years. Distributing the academic background,we see that major participants have (54,6%)

the BA Degree (pre-Bologna) and 45,4% have the master's degree (Bologna 2nd cycle ore specialized Master). Bearing in mind that nowadays in Portugal the degree in Primary School Teacher is gotten by taking master's degree (Bologna 2nd cycle). To attend this Master, it is compulsory to have completed the BA (Bologna 1st cycle) in Kindergarten Teachers Training. In order to categorize the teachers, we asked them if they are the teacher in charge of the classroom, if they are teachers helping the teacher in charge of the classroom or specialized teachers. Major participants are in charge of the classroom (86,6%); 10,9% are teachers helping the teacher in charge of the classroom and 4,2% are experts, mainly in Special Needs Education (1,7%) and English teachers (2,5%).

Analyzing the teachers' skills, we verify that 54,6% of teachers attended one to three training courses; 16,0%, attended four to six training courses and 20,2% attended more than six training courses. Finally, 9,2% of teachers did not attend any training course. Analyzing into the detail we see that the majority of teachers who did not attend any training courseware in their first year of working as a teacher. In Portugal, primary school teachers who fulfil

this questionnaire, use an eclectic methodology, once most of them use several different methodologies to engage students in reading activities. Analyzing the graph of picture 4, we see that phonologic consciousness is the most used (72,3%), followed by the phonic method (47,9%) and by the mixed/interactive (43,7%). The less used method by participants is the constructivist one, used by only 15,1% of teachers. To the reading learning process (Picture 5), teachers that participated in this questionnaire prioritized literary texts (88,2%) and descriptive ones (73,9%). The less used text type is the expository one (52,1%).

Regarding the practices found linked to the reading process, participants reported having more difficulty in implementing written comprehension (73.1%), followed by awakening the taste for reading (36.9%) and oral comprehension (33.6%). Almost one-fifth of participants (21.0%) face difficulties understanding reading techniques.

Regarding the materials used to promote reading, primary school teachers indicated that they prefer to use textbooks or spelling books (92.4%), followed by books brought by students from home (85.7%); many of them reported that they use books (79.8%) or the classroom library materials (63.0%). Having said that, 52.1% of primary school teachers reported that they use materials taken from the library of their educational center. One-third of primary school teachers (33.6%) use other materials. From those materials, we highlight the use of the Internet /digital resources (11.8%), magazines /newspapers (10.1%) or several types of games (2.5%).

To finalize the characterization of primary school teachers, shows us the percentage of gotten responses on inquired teachers' considerations related to educational centers where they worked or where they are currently working. More

than 85% say that schools where they are currently working establish measures in favors of accessing the reading process, both at school and in the family. 75.6% of primary school teachers already worked in schools that adopted a certain reading method and more than 42.2% of them have already participated in institutional projects related to reading. Also shows us that about 46% of institutions where these primary school teachers worked before did not carry out innovative practices.

N = 119

Age	%	Working experience	%
Less than 26 years old	13,4%	From 0 to 5 years	9,2%
From 26 to 35 years old	27,7%	From 6 to 10 years	13,4%
From 36 to 45 years old	35,3%	From 11 to 15 years	16,8%
From 46 to 55 years old	14,3%	From16 to 20 years	17,6%
More than 55 years old	9,2%	From 21 to 25 years	36,1%
		Counting more than 25 years	6,7%

STRENGTH	WEAKNESSES
Age distribution (Mode = 36 to 45)	Gender distribution (2,6% = male)

Figure 2. Strengths and weaknesses participants Associação Jardim Escola João de Deu

Italy (Centro Machiavelli - Instituto Comprensivo Statale Giovanni XXIII)

Number of teachers: 166

A sample made up of 166 primary education teachers from the Florence and Valdarno area has been selected. The majority are women, specifically 92,8 % compared to 7,2 % of men. The highest percentage of teachers, 43.3% is in the age range of 36 to 45 years, followed by teachers aged between 46 to 55 years. As for the youngest teachers, under the age of 26, there is a low percentage (4.8%): this data is due to the fact that on average the university path to became primary school teacher ends at the age of 24-25 years.

Regarding the data about the year of service in primary school, 28,9% of teachers are duty on school from 21 to 25 years, but there is also a lot of teachers that recently started work in school (less than five years)

By looking on the results of teachers' level of education, the collected data indicate that there is a higher proportion of teachers that have a deegre (53,01%) than taechers that have high school level (39,7%). Only 6 teachers have a higher qualification (master or doctorate) Of the teacher surveyed, 27,7% serve as a support teacher.

The teachers were asked if they were tutors, but the answer to this question was unclear, as many of them replied "no" or "I don't know". This difficulty of response is linked to the fact that in the Italian school system there is no tutor, or at least has an ambiguous meaning, linked to multiple areas:

1. The tutor is the one who accompanies colleagues in the first year of permanent employment, helping them and evaluating their work.
2. The tutor can be a teacher trained by the school psychologists to support pupils with learning or behavioral difficulties.
3. The tutor is a professional figure who collaborates with an expert for the realization of extra- curricular courses financed by the European Union (PON).

Most of teachers considered in the research are teaching in a public school (77,1%), only 1,2% of teachers work in private school.

The teachers answered the question of how many refresher lessons on language skills they have followed in the last year in this way: most did not follow refresher courses in this topic, but the 37,3 % spent 1 to 3 hours on this type of refreshment. In the Valdarno area schools refreshments courses are organized for common thematic area, as there is an association (RISVA) that unites the various educational institutions residing in this area. Lasted the last two school years, teachers followed many refresher courses on emotional education, conflict resolution and the use of ITCs, in fact not many attended courses on linguistic skills.

Table 2.

Strengths and weaknesses participants teachers Centro Machiavelli - Instituto Comprensivo Statale Giovanni XXIII

STRENGTH	WEAKNESSES
High qualification (53 % degree)	Only 27,27% serve as support teacher
Long experience in the world of school (28, 9 % more than 21 years of experience)	Low percentage of very young teachers (under 26 years 4.8 %)
Average age fairly low	Low number of language skills lessons (56.6 %)

Greece (Institouto Technologias Ypologistonkai Ekdoseon Diofantos)

Number of teachers: 172

The questionnaire was sent to hundreds of schools and it was replied by 172 primary education teachers from all over Greece. The majority are women, specifically 83% compared

to 17% of men. Almost half of the teachers (49%) are in the age range of 46 to 55 years, followed by teachers aged between 36 to 45 years (28%). As for the youngest teachers, under the age of 26, there is a very low percentage (1%). 52% are graduates 45% Master's, 3% PhD. 67% have more than 16 years of teaching experience. Regarding the seminars they have attended, 51% have attended 1-3 seminars in the last five years as shown in Figure 3. Almost all of them are not support teachers (96%).
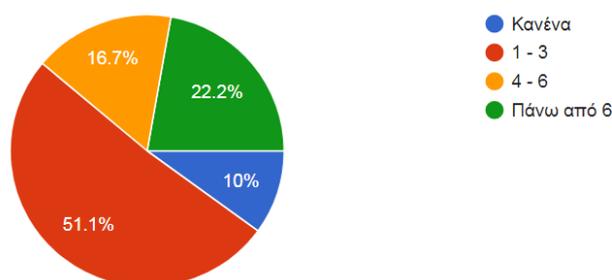
Figure 3. Number of seminars attended in the last 5 years

Figure 4 shows the distribution of the courses they taught during the academic year 2019- 2020 (from 1st grade to 6th grade), while 12% did not teach during the previous year
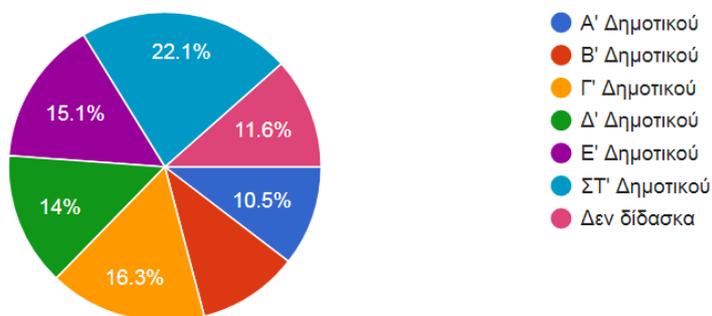
Figure 4. Classes taught by teachers (from 1st grade to 6th grade)

Teachers use an eclectic methodology of the various methodologies for teaching reading skills, Table 1 summarizes the methodologies and reading strategies for the development of reading competence in primary education students.

Table 3.

Methodologies and reading strategies for the development of reading competence

MORE USED METHODS	LESS USED METHODS
54% Mixed	9% Alphabetic
36% Global (Holistic)	18% Constructivism
	20% Phonic
	24% Phonological awareness
	23% Syllabic

In relation to the practical difficulties found in reading, they involve principally promoting Reading for Pleasure (56%), written comprehension (54%) Reading techniques (32%) followed by oral comprehension (30%). Along the same lines, to promote reading, the materials they use the most in class are from the school library (71%), the reading textbook (57%), classroom library (63%), and books brought from home (58%).

In relation to the type of center where the participating teachers are located, the majority are in urban settings (67%) and the minority, in rural settings (14%). Schools are 95% public and 5% private.

85% of the teachers indicate that in their center, teachers establish measures to promote access to reading, both at school and in the family, to provide an environment that encourages and invites children to read in both contexts. 34% indicate having been in centers with innovative practices and 21% have participated in Institutional or Administration Projects related to the teaching of reading. 12% report the existence, either in the center where they currently work or have worked, of a reading method prescribed by the school.

England (Manchester Metropolitan University)

Number of teachers: information gathered via secondary research and ethnographic data.

1.2.2. DESCRIPTION OF FAMILIES

The total sample of primary education families is 1.556.

The main features of each of the samples are detailed by partner organisation below.

Spain (UMA-CEIP Rosa de Gálvez)

Number of families: 315

The sample is made up of 315 families of students enrolled in the Primary Education stage in educational centers in the province of Malaga, of which 306 belong to public centers (97.1%) and 9 private-concerted centers (2.9%). shows that most of the centers (74.6%) have not established any educational compensation measure, while 15.2% are compensatory and 10% are classified as centers of difficult performance. Shows that the percentage of centers with bilingual education is 40.9%.

To better understand the nature of the results, we will describe the characteristics of the participating families. 87.1% of families are two-parent while 12.8% are single- parent. Regarding the number of members of the family unit, the average number of children per family is 1.9. And the age of the oldest

son stands at an average of 10.1 years. Of the 315 families, 211 have two or more children and only 8 have five or more children.

In addition, it is observed that there are more fathers of foreign origin than mothers. When asked about the mother tongue, the percentage of families that affirm that their mother tongue is Spanish is 90.7%.

Regarding occupation, it was interesting to know the proportion of people who were engaged in domestic work, who were unemployed or who were working. As expected, the percentage of mothers engaged in domestic work (20%) is much higher than that of fathers (1.2%).

Despite the fact that the percentage of active mothers is lower than that of fathers, the data in the training indicate that there is a higher proportion of mothers (41%) with higher education than fathers (27%). On the opposite side, the proportion of parents without studies is very similar in both cases (5.7%) of mothers and 6% of father.

Table 4.

Strengths and weaknesses families UMA-CEIP Rosa de Gálvez

STRENGTH	WEAKNESSES
Higher number of mothers with higher education (41%)	More mothers engaged in domestic work and/or not employed (20%)
We have single-parent families (12.84%)	Significant percentage of parents without studies (6% approx.)
Immigrant families (10% approx.)	Most of them are Spanish (90,8%)

Melilla (UGR)

Number of families: 101

The sample is made up of 101 families of students enrolled in the Primary Education stage in educational centres in the city of Melilla. 79.2% of mothers and 20.8% of fathers participate in the questionnaire.

To better understand the nature of the results, the characteristics of the participating families are described. 88.5% of families are two-parent while 11.5% are single-parent. As for the number of members of the family unit, the responses are varied, with more families having two children (55.4%), followed by those with three (25.7%); 11.9% have only one child and 6.9% are large families with four or five children. In addition, the ages of the children are also very varied, the most frequent being 11 years old (24.8%), followed by children of 8 years old (22.8%), on the other hand, we only find 2% of families with children of 6, 13 and 15 years old, each one.

The nationality of the parents can be found in Figure 2. Most of the parents are Spanish, regardless of the cultural group of origin. As it happens with the families of students of Infant Education who participate in this project, it is not difficult to find parents of students who have the Moroccan nationality even though they live in the city. In this case, we find small percentages, somewhat higher among the mothers, in these homes the Spanish language is not usually predominant, so that sometimes, at the beginning, their children find it difficult to follow the rhythm of their class group. It is very common for Spaniards from Melilla of Berber origin to have Moroccan family and their contact is constant, they tend to visit each other very often and even parents from Melilla have a second residence in Moroccan territory, this means that the flow of Berber citizens from both countries is frequent and that the use of Spanish can also be perceived in the Moroccan towns near Melilla. We found only one case of a mother with French nationality, as shown in the graph.

When asked about the mother tongue, as pointed out in the report on Early Childhood Education, it is curious that 84.2% of the families point to the Spanish language, although the cultural origin of many of them is Berber, whose characteristic mother tongue is Tamazight, pointed out by only 9.9% of the sample, together with 5% who have Arabic (both percentages somewhat higher than in Infant Education families) and 1% who speak French.

Apart from these mother tongues, the families were asked to inform if any other language is spoken at home, the results reflect that, apart from the official language (Spanish) (98.9%) and the other predominant language of the city

(Tamazight) (28.1%), the presence of other languages is very scarce, only 10.1% mention English and 4.5% French.

In Figure 5, the levels of all the languages indicated by the families, except the official one, are shown. Note how the second language of the city, Tamazight, stands out with the highest level, indicated by 38.3% of the families. It is followed by Arabic (23.6%) and English, the most frequent foreign language, with a medium level (46.1%). The most unknown language is German for 93.3% of the participating families.
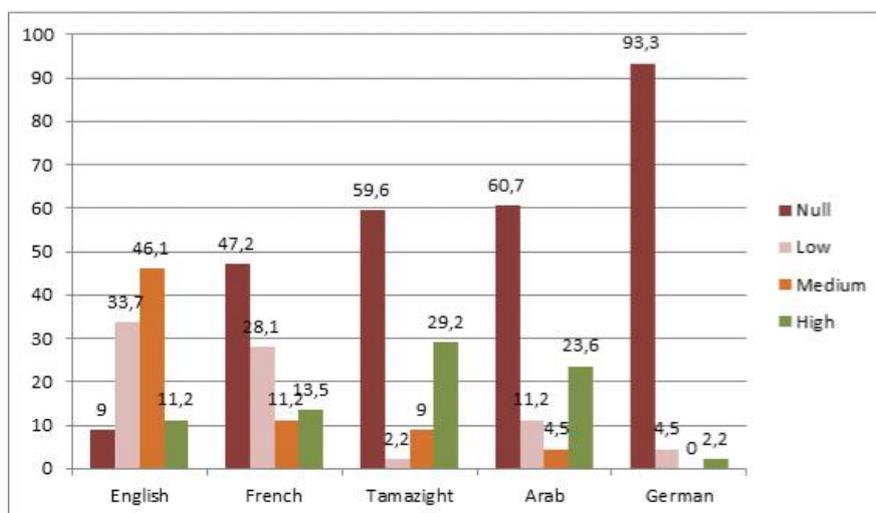
Figure 5. Language level of families (%)

In relation to the occupation of mothers, most of them indicate that they work outside the home (66.3%), followed by those who are unemployed (18%) and 14.6% are engaged in domestic work. The predominant profession is teaching (42.1%), followed by those with a legal profession (23.7%) and those in the business or management sector (15.8%), with the same percentage belonging to the security forces and those working in tourism or transport (7.9%).

Regarding parents, only 1% say they work at home, 91% are active, 4.5% are retired and 3.4% are unemployed. Their professions are much more varied than those of their mothers, with those related to the business or management sector (27.5%), education (20%), security forces and tourism and transport standing out in equal numbers (12.5%) and those in the health sector (7.5%).

With regard to the academic training of parents, it is noteworthy that it is the mothers who have a higher academic level, as is the case with the mothers of children, predominantly university students (63.6%) compared to parents with the

same training (43.8%). The percentage of men with secondary education is higher than that of women (47.2% versus 34.1%), and with basic education as well (fathers: 7.9%; mothers: 1.1%), while 1.1% of them have no studies.

In addition to all this socio-demographic data, it is interesting to find out the preferences and reading habits of the families of students in the Primary stage. 46.1% of the parents indicated that at home they read in the paper format, while 53.9% chose the electronic one. Among the latter option, the least used medium is the electronic book (9.2%), while the other instruments have a very similar use in families: the mobile phone (53.7%), followed by the tablet (53.6%) and the computer (52.4%). The reading motivation of parents is distributed in a similar way and from greater to lesser choice: reading for fun and enjoyment, and for study (69.3% both), is followed by reading necessary for home activities, such as instructions or recipes, (61.4%) and, finally, reading for work (55.4%).

The types of reading at home were also asked to the families. Reflects the different readings and their preferred format.
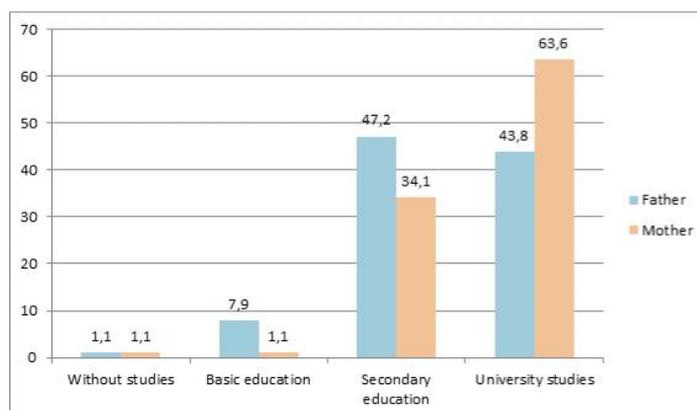
Figure 6. Educational level of parents (%)

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study (69.3% both), is followed by reading necessary for home activities, such as instructions or recipes, (61.4%) and, finally, reading for work (55.4%).

Portugal (Associação Jardim Escola João de Deu)

Number of families: 703

703 families with primary school children who attend one of the João de Deus educational centre participated in this questionnaire. From these 703 families, 80.2% are biparental families. Each family has, most commonly, two children. Despite that, 36.6% families have only one child and 47.7% have two children.

Regarding the parents' mother tongue, 97.7% of them speak Portuguese, and 2.3% speak in eight other languages.

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Regarding the academic background, we found that most parents have university education qualifications (mothers 78.9% and fathers 62.5%). Only 2.0% of mothers and 4.9% of fathers just have primary school education.

Regarding the families' job, it is important to verify the percentage of parents who dedicate themselves to domestic activities and the level of unemployment that affects these families. Thus, mothers, on average, face a higher unemployment rate (3.7%) than fathers (1.8%) and they are more exclusively dedicated to domestic activities (3.9% versus 1.2%). We point out that only 0.4% of mothers and 0.3% of fathers are retired.
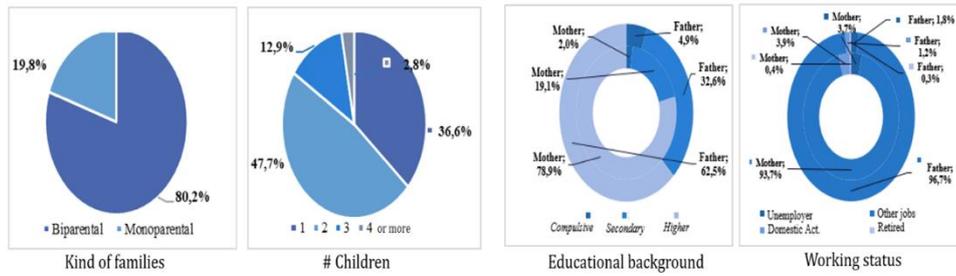
STRENGTH	WEAKNESSES
Structured and biparental families	Number of children per family (1 or 2)
Educational background	
Working status	

Figure 7. Strengths and weaknesses participants families Portugal

Italy (Centro Machiavelli - Istituto Comprensivo Statale Giovanni XXIII)

Number of families: 223

The sample is made up of 223 families of students enrolled in the Primary Education stage in educational centers in Tuscany (area of Valdarno and Florence). For the most part the families involved belong to public school. To better understand the nature of the results, we will describe the characteristics of the participating families: 93,7% of families are two-parent while 6,3% are single parent.

Regarding the number of members of the family unit, the average number of children per family is 1.79. Of the 223 families, 136 have two children, 18 have three children and only 2 have four children.
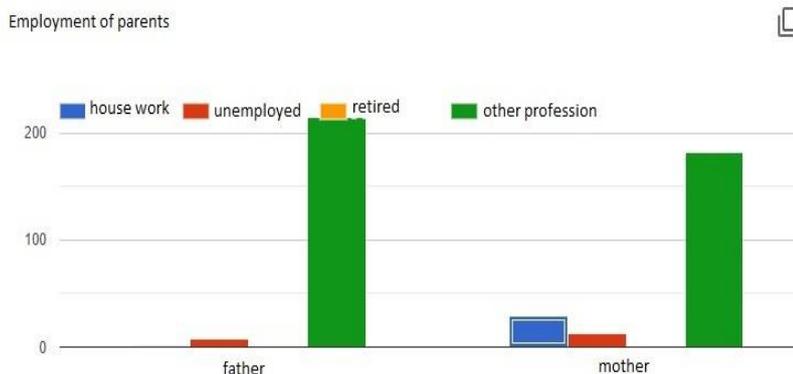
Figure 8 – Employment of parents

With regard to the nationality of the parents, tables 5 can be consulted.

Table 5.

The nationality of the parents

Nationality of the mother		%	Nationality of the father		%
Italian	198	88,7	Italian	208	93,2
Albanian	9	4	Albanian	7	3,1
Dominican	3	1,3	Argentine	1	0,4
English	2	0,9	Cuban	1	0,4
Romanian	5	2,2	Dominican	1	0,4
Salvadoran	5	2,2	Indian	1	0,4
Peruvian	1	0,7	Macedonian	1	0,4
			Maroccan	1	0,4
			Venezuelan	1	0,4

In addition, it is observed that there are more mothers of foreign origin than fathers. In addition to this in the area of Valdarno (Tuscany) there are a lot of Indian families, with children attending primary school. These families don't partecipate assiduously in community life, for this, in this occasion, they don't fill in the questionnaire. This information can be detected in the PTOF

(Three-year Plan of the Educational Offer) of the institutes including the territory, in particular we mention that of Terranuova Bracciolini, which highlights this situation in the paragraph "School population".4

When asked about the mother tongue, the percentage of families that affirm that their mother tongue is Italian is 91,5 %, instead the percentage of families that affirms that they can correctly speak and write in Italian 99,6 %.

Regarding occupation, it was interesting to know the proportion of people who were engaged in domestic work, who were unemployed or who were working. As expected, the percentage of mothers engaged in domestic work (13%), but there isn't any father engaged in domestic work. Moreover, the number of unemployed mothers is greater than that of the fathers.
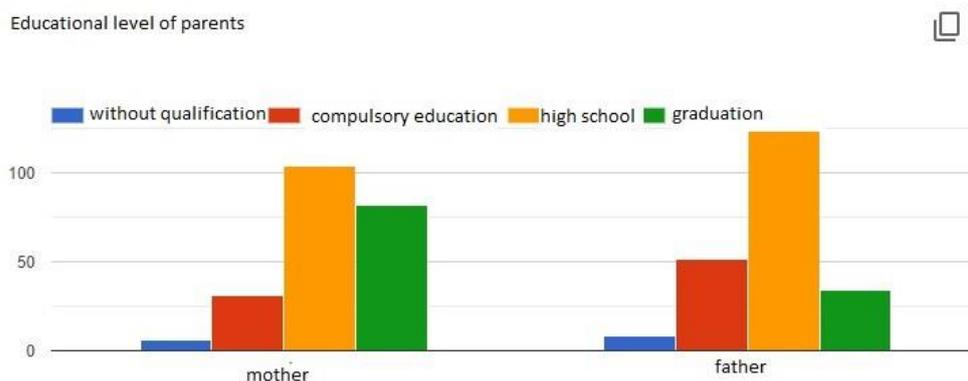
Figure 9. Educational level of parents

By looking on the graphs on the parents' level of education, the collected data indicate that there is a higher proportion of mothers (36,7%) with graduation than fathers (15,2%). On the opposite side, parents without studies are very similar: 6 mothers and 8 fathers.
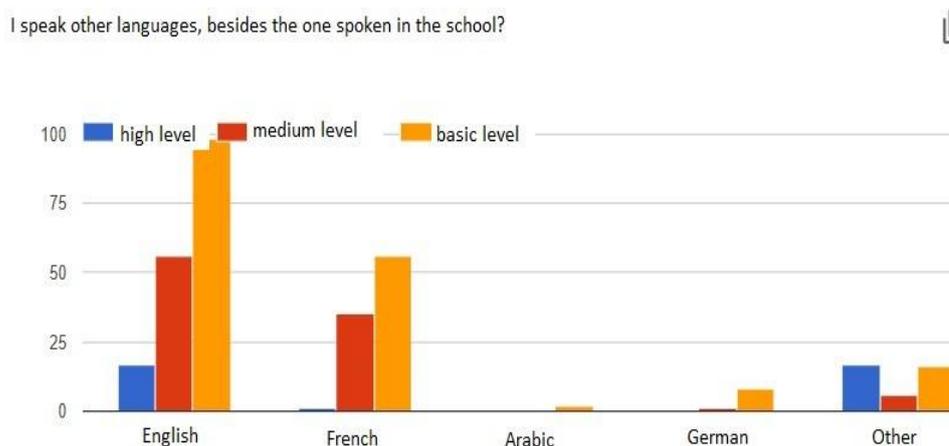
Figure 10. Spoken languages

Many of the interviewed parents speak a second language other than the official language of the country in which they live, most of them at a basic level. The most spoken language is English: 171 parents claim to speak it, only 17 of which are at a high level.

In second place we find French language spoken by 41.2% of parents.

Data relating to parental employment, education level, knowledge of multiple languages show a population with income and medium-high education.

In reality, observing the PTOF of the schools in the analyzed areas, it can be seen that the level of the population is medium-low, as shown by the school of Terranuova Bracciolini: "The socio background economic is to be considered medium. There are many cases of families followed by social services. The number of students with disadvantage is significant." (PTOF 2019/2022)

Table 6.

Strengths and weaknesses families Centro Machiavelli - Istituto Comprensivo Statale Giovanni XXIII)

STRENGTH	WEAKNESSES
The educational level of families that participated is medium – high (36 % of mothers are graduates and 15% of fathers)	Some families living in the area with a low socio-economic level did not answer the questionnaire
Most of the families are of Italian origin (93,2 % fathers, 88,7 % mothers)	Non-Italian families, living in the area, did not answer the questionnaire
Most parents have a job.	Only some women are engaged in domestic work

Greece (Institouto Technologias Ypologistonkai Ekdoseon Diofantos)

Number of families: 214

The sample is made up of 214 parents of students enrolled in the Primary Education stage in educational centers from different parts of Greece, including Athens, Thessaloniki, Patra, Karditsa, Nafplio, Malgara, Rethymno, Samos, Korinthos, Trikala, Aigeira, Ierapetra, Larisa, Corfu and Evoia.

To better understand the nature of the results, we will describe the characteristics of the participating families. 91% of families are two-parent while 9% are single-parent. The number of children per family are indicated in Figure 11.
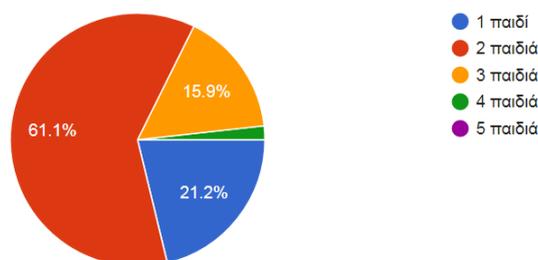
Figure 11: Number of children in family

With regard to the nationality of the parents, 99% of both mothers and fathers are Greek and 1% from nationalities including Italian, Belgian, and American. Other characteristics include:

- 100% can write and read in Greek
- 91% of the mothers are university graduates
- 78% of the fathers are university graduates
- 82% of the mothers are employed, 10% do household activities and 8% are unemployed
- 99% of the fathers are employed and 1% unemployed

England (Manchester Metropolitan University)

Number of teachers: information gathered via secondary research and ethnographic data.

2. METHODOLOGIES AND READING STRATEGIES FOR THE DEVELOPMENT OF READING COMPETENCE IN PRIMARY EDUCATION STUDENTS (6-12 YEARS OLD)

In this section, we report the academic literature reviews carried out by each partner on the most used methodologies and reading strategies for the development of reading skills in their country's Primary Education stage.

Subsequently, each partner compared their review to the practices of teaching staff, focusing on the selection of methodological principles, the organization of activities, resources and ways to evaluate. To collect this information on teaching practice, two questionnaires were designed. It was also considered relevant to include coordination between Early Childhood and Primary Education stages.

The first of the instruments used, called Questionnaire on learning experiences that promote reading comprehension, is made up of four dimensions that bring together a series of teaching strategies to develop students' reading development through a total of 46 items. The dimensions correspond to psycho-pedagogical principles and methodologies of reading instruction (composed of 12 items); organization of activities aimed at reading instruction (22 items); spatial, material and human resources used for reading instruction (7 items) and evaluation of the reading development (5 items).

The second instrument, called Questionnaire on type of texts in reading instruction, is made up of five dimensions that bring together a series of types of texts that are currently used in classrooms when children are learning to read. The dimensions correspond to the types of set text (composed of 9 items), expository (5 items), prescriptive (4 items), literary (7 items) and informative (7 items). Since the one item (cooking recipes) is included within both the lists of enumerative and prescriptive texts the number of items presented to teachers was 31.

The most significant results derived from the data obtained by each of the partners are presented below.

Regarding the review of the academic literature, the UMA-CEIP Rosa de Gálvez Report stresses that learning situations must respond to students' real and significant communication needs, starting from real communication situations, favouring dialogue, etc. In addition, it is essential that motivation and interest in reading be stimulated in various contexts and for different purposes.

The educational contribution that emerges from the Melilla context (UGR Report) is the high percentage of diversity that exists in classrooms, the most

common being linguistic diversity. This great diversity in the classroom makes the pace of learning slower compared to other contexts, since a high percentage of students speak Spanish at school, but their mother tongue at home.

A high percentage of Primary Education teachers in Melilla seem to apply innovative methodologies and strategies proposed in current scientific discussions in their classrooms. This may be due to the linguistic diversity found in the classroom.

From the perspective offered on this issue in the Portugal Report (Associação Jardim Escola João de Deus), the fact that students must understand the importance of reading is emphasised, and it is argued that they must know that "reading is needed […] to educate themselves, to document and inform, to interact, or quite simply is a form of enjoyment and escape" (Silva, Bastos, Duarte and Veloso, 2011, p. 6). Family, school, and society should work on joint projects with the purpose of helping to develop fluent and able readers.

This partner also emphasizes the need to develop multidimensional reading comprehension activities that relate the semantic representation of the text with the affective, intellectual and experiential conditions of the reader (Sá & Veiga, 2010). In addition, reading strategies are essential to facilitate the process of understanding a text. Well-defined strategies help students to understand the how the features of a text work (Silva, Bastos, Duarte & Veloso, 2011).

For its part, the Italy Report (Centro Machiavelli and Instituto Comprensivo Giovanni XXIII), reflects on the data, reporting that, in primary school, the focus is on learning to read and write; the national indications do not focus on reading for pleasure and the discovery of reading with the intention of entertainment and fun. This attitude can lead children to associate reading with a sense of obligation and imposition, rather than the entertainment and personal role that it should have. Nowadays, the blame for poor reading skills tends to be focused on the arrival of video games and social networks; however, the Italian team point out that this type of problem was already present in the 1960s, when connection with the digital world was far off.

Regarding the context of Greece (Institouto Technologias Ypologistonkai Ekdoseon Diofantos), the report of the European Network for Literacy Policy in this country shows the limited use of phonetics instruction in the first years of primary school is due to evidence that children's word decoding skills develop earlier in children who learn to read in less consistent spellings than Greek, and that phonological skills do not contribute to the later stages of word decoding in Greek. According to this report, there is broad agreement that phonological awareness, that is, the child's ability to identify and manipulate phonemes and syllables in words, is highly predictive of reading development.

Finally, the UK partner (The Manchester Metropolitan University) highlights that during the 2006-2013 period, government policy regarding the teaching of reading has changed, and the 2010-2013 period saw accelerated change. The publication of the Rose Report (2006) entitled "Independent review of the teaching of early reading", made a series of recommendations that led to major changes in the teaching of reading in infant and primary schools in England. The report proposed the "Simple View of Reading" as a model of the reading process, with its two axes of word recognition and language comprehension processes. The model suggests that children must first 'break the code and decipher the strange marks…[before moving on to] understand the many meanings the words convey' (Fisher, 2006: 3). The report concluded that the most effective approach to the teaching of early reading is through a structured, systematic programme of synthetic phonics. An understanding of the English Alphabetic Code is essential as modern synthetic phonics teaching is rooted in the Code (Hepplewhite, 2012). This begins in the Early Years and continues into Primary education.

In addition, coordination between the educational stages of Early Childhood and Primary Education is addressed in this section. In this project, it has been considered crucial to pay special attention to those junctures that involve a change in the educational stage, since they are situations in which it is necessary to provide mechanisms that facilitate the transfer so that those involved in this process experience it as progressive, continuous and gradual. To this end, teachers were asked a series of questions related to the

coordination between stages (See Table 7), in this case, focused on the promotion of learning to read in their educational centre.

Table 7.

Coordination of actions between the Infant and Primary stages in the same centre

COORDINATION OF ACTIONS BETWEEN THE INFANT AND PRIMARY STAGES IN THE SAME CENTRE	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (% average)
We design projects and curricular materials based on joint guidelines.	58.3	63.8	80.7	86.7	50.0	67.9
We share objectives, work methodology, groupings, routines, evaluation and resources.	77.9	68.1	91.6	77.1	51.0	73.1
We plan periodic meetings throughout the course to unify criteria and actions between both stages.	76.3	57.4	84.0	73.4	54.0	69.0
We share reading experiences between different education levels.	74.6	66.0	91.6	63.8	64.0	72.0
We carry out joint activities among students of different levels. (reading sponsorship, visits to classrooms and feeder schools, shared break times or assemblies in class, sharing experiences of students from 1st to 5th years).	84.2	46.8	76.5	73.4	64.0	69.0
AVERAGE	74.3	60.4	84.9	74.9	56.6	70.2

Reflecting on the results obtained, the high overall percentages from teachers in Portugal (84.9%) are especially significant, as they denote a clear awareness of the importance of transfer; the contrast to the lower figures obtained in Greece is striking. But it is important to point out, for an accurate interpretation, that the Greek regulations do not require schools to implement actions for the smooth transition of Early Childhood Education students to Primary stage.

In the UMA-CEIP Rosa de Gálvez Report, the conduct of shared activities between students of both stages is the one with the highest percentages;

however, it is the action least carried out in the context of Melilla (UGR Report).

The design of projects and materials is the most commonly performed activity in Italy, but in Spain (UMA-CEIP Rosa de Gálvez) and Greece this is the least performed.

The UK partner report states that the Government has established a clear policy on how transition between both educational stages should occur (p.9).

The total results show the need for adequate coordination between stages (70.2%), sharing objectives, methodologies, spaces and evaluation (73.1%) that allows the exchange of reading experiences between educational levels (72.0%) through activities such as reading sponsorship, assemblies and joint break times (69%).

For this, adequate planning is needed with periodic meetings (69%) where an action plan is designed that includes joint projects and materials (67.9%).

2.1. PSYCHOPEDAGOGICAL PRINCIPLES AND METHODOLOGIES OF LEARNING TO READ

Primary education teachers make use of a series of principles and methodologies to facilitate the reading development amongst their students (see Table 8).

Table 8.

Psycho-pedagogical principles and methodologies for learning to read

PSYCHO-PEDAGOGICAL PRINCIPLES AND METHODOLOGIES FOR LEARNING TO READ	UMA-CEIP ROSA DE GÁVEZ (%)	UGR (%)	PORTUGAL(%)	ITALY (%)	GREECE (%)	ALL (% average)
01. I ask my students about the text whilst reading to make sure that they understand its content.	97.9	97.9	98.3	94.7	97	97.2
03. I encourage students to present the work they do in the classroom.	98.3	97.9	98.3	97.6	100	98.4
10. My students answer questions to identify explicit and implicit information in the text.	93.3	100.0	99.2	87.9		95.1

11. I take advantage of situations that arise in the classroom to carry out reading activities.	93.8	97.9	92.4	97.6	87.0	95.1
20. My students read texts for a definite purpose in the classroom.	76.0	100.0	91.6	68.6	76.0	82.6
31. I ask questions orally about the content of the text that the students have read silently.	87.5	100.0	96.6	97.6		95.4
32. Students learn the conventions of writing (spelling and grammar rules).	95.0	100.0	98,3	100.0	94.0	97.5
33. I propose activities so that my students can discuss various aspects of the text they read in small groups.	64.2	91.5	64.7	75.9	57.0	70.7
34. As I read aloud, and the students read silently, I stop reading to ask them questions	77.5	97.9	47.9	93.9		63.4
38. I coordinate with other teachers to plan and / or carry out reading activities with our students.	82.1	95.7	73.9	66.2	37.0	71.0
43. I suggest readings to my students that aim to promote the development of social skills that help to acknowledge and resolve conflicts in the classroom.	84.2	93.7	86.6	97.4		90.5
46. At the end of a reading task in the classroom, students reflect on what they have learned.	90.8	100.0		83.0	87.0	90.2
AVERAGE	86.0	97.7	86.2	88.4	79.4	87.1

As can be seen in the table above (Table 2), high percentages of Melilla teachers carry out all the actions outlined, which leads to the conclusion that these are all practised in their classrooms.

However, analysing the data, from a global and comparative perspective, two strategies are especially relevant for teachers in all participating countries: encouraging students to present the work they do in the classroom (98.4%) and learning writing conventions (spelling and grammar rules) (97.5%).

Following the order of priorities indicated by the teachers, the following stand out: asking the students questions during the reading of texts to guarantee their understanding (97.2%), as well as at the end so that they reflect on what they have learned (90.2%); answering questions that allows them to identify

the explicit and implicit information in the text (95.1%); and taking advantage of situations that arise in the classroom (93.7%), especially those that support the development of social skills that help to acknowledge and resolve classroom conflicts (90.5%).

As already mentioned, coordination between teachers is a priority in an educational centre to plan and carry out reading experiences, especially in small groups that facilitate understanding about aspects of texts (70.7%).

In the UK Report, which takes an ethnographic approach, one of the most important principles that teachers carry out is planning questions to support shared and guided reading sessions. In addition, they plan dialogic teaching sessions in which children are encouraged to frame their own questions (MMU Report, p.9).

Finally, teachers from Spain, Portugal and Italy also indicate that students answer questions to identify explicit and implicit information in the text (95.1%).

2.2. ORGANIZATION OF ACTIVITIES (PROGRAMMING OR PLANNING, LEARNING EXPERIENCES, STUDENT GROUPING)

In this section, teachers answered questions related to didactic programming or planning and the learning experiences that are offered to students (see Table 9), as well as questions about how they organize groups of students in the classroom (See Table 9).

Table 9.

Organisation of activities

ORGANISATION OF ACTIVITIES	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (% average)
04. I design activities for my students to summarize and synthesize knowledge after reading.	94.1	100	98.3	100		98.1
12. Reading activities that I organize with my students are based around a shared project with the rest of the curricular areas.	54.6	93.6	78.2	63.8	41	66.2
13. I modify classroom	94.6	95.7	98.3	100		97.1

programming according to the needs of my students throughout the school year.					
15. My students carry out activities focused on the speed of reading aloud.	68.8	100	90.8	100	42	80.3
16. My students carry out activities focused on the speed of reading in silence.	59.2	97.9	59.7	63.8		70.1
17. My students discuss different aspects of the text they read in small groups.	66.3	97.9	72.3	75.9		78.1
18. I ask questions to find out what the title suggests to students when they start reading.	92.9	100	97.5	43.3	97	86.1
19. I encourage activities in which students can compare their predictions to the content of the text	77.5	97.9	91.6	48.1	85	80
21. I only ask questions after students have read the text.	16.3	89.4	32.1	24.1		40.5
22. I devise activities in which students identify the main and secondary characters in a text.	90	100	94.1	89.1	92	93
23. I devise activities in which students identify the main idea in a text.	96.7	100%	97.5	93.9	95	96.6
24. I devise activities in which students make changes in the plot of a text.	73.3	93.6	76.5	81.9	94	83.9
25. I carry out activities to identify which parts of the text contain the most important information.	87.9	100	95	93.9	91	93.6
26. I carry out activities in which students analyse and express ideas about the text.	95.4	100	95.8	80.7	98	94
27. I carry out activities in which students compare texts by format or genre.	57.9	91.5	87.4	63.8	63	72.7
28. I carry out activities that enable students to read aloud.	98.3	100	99.2	97.6	92	97.4
29. I ask my students questions before, during and / or after having read a text	94.2	100	95	100	88	95.4
AVERAGE	72.0	97.5	85.9	77.6	81.5	83.7

Regarding classroom programming, according to teaching staff (except for Greece for which the data is not available), this is modified according to the needs of students throughout the school year (97.1%). Therefore, it is conceived as a 'living' and open document.

Regarding learning experiences, teachers indicate the following as the most used (with highest percentages): carrying out activities in which students identify the main idea in a text (96.6%) and reading aloud (97.4%). These are followed by asking questions before, during and after having read a text (95.4%); analyzing and expressing ideas about a text (94%); activities for students to recognize parts of the text that contain the most important information (93.6%); and activities to identify the main and secondary characters in a text (93.0%).

Other themes of interest are the activities of asking questions to find out what the title suggests to students when starting to read (86.1%); comparing predictions to the content of a text (80.0%); making changes to the plot a text (83.9%); comparing texts by format or genre (72.7%); as well as activities focused on reading speed, both aloud (80.3%) and in silence (70.1%).

Teachers recognize the activities in which students to summarize and synthesize the knowledge of a reading as relevant experience (98.1%).

Finally, the activity in which students are only asked questions after they have read the text is rarely used by teachers in Spain (except in Melilla, where the percentage was 89.4%), Portugal and Italy (40.5% average).

An aspect that we consider essential and, therefore, based on the results must be improved, has to do with the organization of the reading interventions based around shared projects involving the different curricular areas (66.2%).

Regarding the **organization of students** (see Table 10), the surveyed teachers show a clear preference for individual reading (98.8%), followed by small group reading (86.9%) and class groups (81.9%). The lowest scores are figures are for paired reading (69.8%).

To conclude, it is interesting to review the importance of creating heterogeneous groups in classes, always bearing in mind that there must be different reading levels so that we can carry out adequate scaffolding and promote cooperation and solidarity among children from an early age (81.4%)

Table 10.

Student groupings

STUDENT GROUPINGS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (% average)
05. I carry out reading activities in large groups.	93.3	100	84.9	49.3	-	81.9
06. I carry out reading activities in a small groups.	82.9	100	88.2	75.9	-	86.8
08. I carry out paired reading activities.	51.7	89.4	72.3	68.6	67	69.8
07. I carry out individual reading activities.	97.5	100	97.5	100	-	98.8
14. I organize groups taking into account that there are students with different reading levels.	79.2	100	59.7	87.9	80	81.4
AVERAGE	82.7	93.9	84.9	58.8	73.5	78.4

For its part, the UK partner report states that reading activities include shared, guided and individual reading. In addition, there is a class reader and an intervention group that includes students with support needs (MMU Report, pp. 9-10).

2.3. SPACE, MATERIALS AND HUMAN RESOURCES

Spaces, materials and human resources are fundamental aspects to take into account when planning any educational process, as well as in learning to read. Therefore, questions were asked in relation to these topics (See table 11).

Table 11.

Space, materials and human resources

SPACE, MATERIALS AND HUMAN RESOURCES	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (% average)
02. I encourage the participation of families in the organization of activities to promote reading (cultural week, performance of plays ...).	73.8	91.5	84.9	100	77	85.4
09. My students use a language textbook.	93.3	97.9	83.2	97.6	98	94
35. In class, I use the interactive whiteboard for reading activities.	73.3	95.7	79	56.5	42	69.3
36. I use ICT to promote the development of linguistic competence.	85.4	100	70.6	57.8	62	75.2
37. We carry out reader buddying in the	74.2	78.7	56.3	39.8	21	54

centre where my students tell stories to students in lower grades.						
39. In my classroom, other agents of the educational centre or other professionals participate in actions that support the development of the linguistic competence of my students.	68.3	95.7	73.9	60.2	20	63.6
44. I use different techniques of textual analysis (concept maps, dramatizations, murals, portfolios, opinion, debates ...).	78.8	100		100	80	71.8
AVERAGE	78.2	94.2	64	73.1	57.1	73.3

Regarding material resources, in all countries the use of language textbooks stands out (94%). Despite this, we consider the use of different textual analysis techniques such as concept maps, dramatizations, murals, portfolios, opinion, debates ... relevant as a priority to promote meaningful learning that enhances the capacities of students (71.8%).

Furthermore, reflecting on the data obtained, ICTs (75.2%) and interactive whiteboards (69.3%) are essential resources in the classroom, especially in Spain and Portugal. On this topic, in the United Kingdom even in the most disadvantaged areas, there are tablets, laptops and interactive whiteboards in classrooms. Also, 85% of primary schools have a library (MMU Report, p.12).

Considering human resources, teachers in all countries promote the participation of families in the organization of activities to promote reading (85.4%). Moreover, it is interesting that Spanish and Portuguese teachers collaborate with other agents of the educational centre or other professionals (95.7% and 73.9%). Only Spanish teachers, although with lower percentages (UMA-CEIP Rosa de Gálvez-74.17% and UGR-78.7%), undertake reader buddying activities where the students tell stories to students of lower grades.

2.4. EVALUATION

The questions raised in relation to evaluation resulted in very high percentages to all the items from Melilla teachers, in contrast to the results obtained by teachers in Italy and Greece (see Table 12).

Table 12.

Evaluation

EVALUATION	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (%average)
30. Take a written test (questionnaire, precis ...) after the students read in silence	69.6	93.6	75.6	48.1		71.7
40. I use specific moments during the course to evaluate my students with a reading test.	77.9	97.9		50	56	70.5
41. I analyze the tasks that students do in order to evaluate them.	97.5	100				98.8
42. I use a specific rubric on reading competence to evaluate my students	48.8	91.5	59.7	53.2	31	56.8
45. I retrieve written evidence of reading carried out by students (a comparison, a story ...).	73.3	97.9			43	71.,4
AVERAGE	73.4	96.2	67.7	50.4	43.3	73.8

In Primary Education in Spain (UMA-CEIP Rosa de Galvez- 97.5% and UGR 100%), evaluation is carried out preferably through the analysis of the tasks carried out by the students. A written test after students have read silently is the option most used by teachers in Portugal (75.6%). However, it is the least used by Italian teachers (48.1%). Greek teachers are inclined to use specific moments throughout the school year to evaluate the students through a reading test (56%).

It is also interesting to note the concordance of Spanish (UMA-CEIP Rosa de Gálvez), Portuguese and Greek teachers on the limited use of a specific rubric on reading competence to carry out the evaluation of their students. On the other hand, this method was used by a high percentage of teachers from Melilla (91.5%).

Teachers in England carry out reading assessments following standards established for each school stage. In the first years of the stage, these indicators are focused on phonetics and the reading ability of the students (MMU Report, p.12-14).

2.5. TYPES OF TEXT

The diverse use of different texts in Primary classrooms can promote reading. The types of texts are presented in Table 13.

Table 13.

Typology of texts (Uses)

TYPOLOGY OF TEXTS	USES
ENUMERATIVE (Report)	Used to locate, classify, present and / or remember specific information, announce various events, communicate results.
EXPOSITORY (Argument)	Puts forward ideas, concepts or a particular point of view. Its purpose is to explain information on topics of general interest to a non-specialized audience and without prior knowledge.
PRESCRIPTIVE (Procedure)	Attempts to control behaviour to achieve a precise goal. From this perspective, it is used to tell a reader what to do or how to do something.
LITERARY (Narrative)	Gives rise to feelings and emotions through diverse texts. Supports fun, entertainment, fantastic fact-seeking, beauty, surprise and imagination on the part of the reader.
INFORMATIVE (Explanation)	Makes clear how and why things are/were, or how they work by providing explanations and information about a current or past event, or on any other topic. Its objective is to understand, or communicate, the main characteristics of the topic, without going into depth.

When analyzing data obtained on the types of texts, we can see that the most used are literary texts (88.9%), followed by expository (76.8%), prescriptive (69%), informative (65.2%) and, finally, enumerative (59.3%) (see Table 14).

Teachers in England should offer all kinds of texts (fiction, non-fiction, explanations, instructions, poetry, game rules, contemporary literature, picture books, poetry, media texts, brochures, film scripts ...) as stated in the National Curriculum (MMU Report, 14-15).

Table 14.

Types of text

TYPES OF TEXT	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (% average)
Enumerative	62.9	88.2	54	16.6	72.3	59.3
Expository	75.2	90.6	69.3	75.7	73.3	76.8
Prescriptive	61.3	87.2	76.7	47.3	72.5	69.0
Literary	87.7	97.9	77.6	89.5	91.8	88.9

Informative	71.7	89,4	67,1	25,8	72,2	65.2
AVERAGE	72.3	90.7	68.9	50.9	76.4	71.8

The subtypes of each of the texts most widely used in the classroom are detailed below.

In relation to enumerative texts (see Table 15), cooking recipes are the most common (UGR-95.7%, Portugal-95.8% and Greece-90%). The percentages are similar for the use of the lists (shopping, toys, class registers, story titles) amongst Melilla teachers (95.7%) and for the use of indexes amongst Greek teachers (90%).

Brochures and posters are the preferred option for teachers in Spain (UMA-CEIP Rosa de Gálvez 87.5%), whilst encyclopaedias, dictionaries and atlases are the top choice for Italian teachers (43.4%).

Table 15.

Enumerative texts

ENUMERATIVE TEXTS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (Average %)
01. Lists (shopping, toys, class registers, story titles ...).	83.8	95.7	78.2	11.4	80	69.8
02. Labels (clothing, food)	66.7	87.2	61.3	4.8	63	56.6
03. Schedules (TV programmes, school activities, household chores ...).	61.3	89.4	10.1	18	-	44.7
04. Index (books, magazines, stories ...).	72.9	83	79.8	3.7	90	65.9
05. Encyclopaedias, dictionaries, atlases	66.7	80.9	13.4	43.4	65	42.6
06. Leaflets and posters	87.5	91.5	6.7	11.4	79	55.2
07. Menus (school, restaurant ...)	68.8	89.4	82.4	26.4	48	63
08. Catalogues, phone books, agendas	57.8	80.9	58	2.6	63	52.3
09. Cookery recipes	85	95.7	95.8	27.6	90	78.8
AVERAGE	62.9	88.2	54	16.6	72.3	58.8

Teachers commonly use a diversity of expository texts (see Table 16), with textbooks being the most widely used in the classrooms of all participating countries.

In Italy, reviews of books, school outings, experiments and so forth are used by all teachers surveyed.

Table 16.

Expository texts

EXPOSITORY TEXTS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)
10. Project dossier	45.8	74.5	60.5	26.4	34	48.2
11. Reviews of books, school outings, experiments ...	77.1	87.2	86.6	100	83	86.8
12. Textbooks or school books.	95.8	100	98.3	100	99	98.6
13. Texts for the development of an oral presentation.	72.9	97.9	89.1		77	84.2
14. Reference books.	84.2	93.6	11.8	76.4	-	66.5
AVERAGE	75.2	90.6	69.3	75.7	73.3	76.8

Prescriptive texts seem to be less well-used than those described previously, but when they are, the most widely used are rules (of play, of behaviour,) in classrooms in Spain (UMA-CEIP Rosa de Gálvez- 92.9% and UGR-100%), Italy (100%) and Greece (94%). In Portugal, cooking recipes are, once again, teachers' preference for this type of text (see Table 17).

Table 17.

Prescriptive texts

PRESCRIPTIVE TEXTS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)
09. Cooking recipes	85	95.7	95.8	27.6	90	78.8
15. Instructions	82.5	95.7	91.6	48.6	92	82.1
16. Rules (of games, of behaviour)	92.9	100	92.4	100	94	95.9
17. Leaflets for children's medicines.	16.3	57.4	26.9	12.8	14	25.5
AVERAGE	61.3	87.2	76.7	47.3	72.5	70.6

In contrast to prescriptive texts, the use of literary texts is more widespread. Stories, narratives and legends are the most widely used in all countries, closely followed by sayings, songs and riddles (see Table 18).

Also, it is worth highlighting, as a counterpoint, the lack of use of comics and cartoons in Portuguese classrooms (0.8%).

Table 18.

Literary texts

LITERARY TEXTS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)
18. Stories, narratives and legends	99.2	100	100	100	98	99.4
19. Sayings, songs and riddles.	98.3	97.9	99.2	100	97	98.5
20. Picture books	62.9	95.7	74.8	62.8	90	
21. Classroom anthologies of stories, poetry, songs, proverbs	84.2	97.9	72.3	100	-	88.6
22. Poetry	94.6	100	98.3	97.4	94	96.9
23. Theatre and dramatization.	88.8	97.9	97.5	97.4	82	92.7
24. Comics and cartoons	85.8	95.7	0.8	68.8	90	68.2
AVERAGE	87.7	97.9	77.6	89.5	91.8	89.9

Information texts are less commonly used than expository and literary texts. The most used in classrooms are illustrations (UMA-CEIP Rosa de Gálvez- 83.8%, UGR- 95.7% and Italy 86.3%), followed by newspapers and magazines (Portugal 91.6% and Greece-81%) (see Table 19).

Table 19.

Information texts

INFORMATION TEXTS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (AVERAGE %)
25. Newspapers and magazines	75.4	85.1	91.6	26.4	81	71,9
26. Advertisements and propaganda.	75.4	91.5	25.2	4.2	77	54,7
27. Correspondence (letters)	70.0	93.6	75.6	1.8	75	63,2
28. Conceptual maps	79.6	89.4	62.2	48	68	69,4
29. Illustrations	83.8	95.7	89.9	86.3	-	88,9
30. Information books, brochures	67.9	85.1	73.1	12	-	59.5
31. Email and social networks	50.0	85.1	52.1	1.8	60	49,8
AVERAGE	71.7	89.4	67.1	25.8	72.2	65.2

2. THE ROLE OF FAMILIES IN LEARNING TO READ

Information on the role of families was collected using the instrument called 'Questionnaire on family reading attitudes and habits in Primary Education'. This was designed using a dichotomous type of response (yes / no), to determine the degree of agreement that families

have on 40 statements related to their attitudes and habits about reading and their involvement in developing their children's reading habits.

The instrument is made up of four dimensions, each containing 10 items. Two dimensions collect information about attitudes and two about habits. The first two dimensions address the attitudes that parents have towards reading (dimension 1), and the attitudes they have about their involvement in everyday activities to support their children's early reading (dimension 2). The next two dimensions deal with the habits that parents have in the family environment to develop this learning through daily activities (dimension 3), and the habits they have to develop early reading in their children though activities in which they work with icons or letters, and therefore supporting literacy (dimension 4).

In relation to the first dimension, family attitudes towards reading, the whole of the surveyed sample demonstrates a highly favourable attitude, since the data obtained indicate that families seem to be aware of the importance of reading (92.2%) - if we exclude the two negative items (items 11 and 26) (see Table 20).

Reading helps to solve everyday situations (99%) resulting in a useful activity (98.6%) that is essential in daily life (96.7%).

It also highlights the importance of families teaching different languages in today's world (98.9%). In relation to this, the UK partner report indicates that parents are encouraged to use their mother tongue at home.

Likewise, reading should be one of people's favourite entertainments (96.7%) while making it possible to share information read with others (91.3%).

Another relevant aspect indicated by families in all countries is enjoyment when they go to a bookshop or library (91.7%). This aspect is also included in the UK Report (MMU Report, p. 15).

Finally, three reports state that reading is essential for families in daily life (item 6).

Table 20.

Family attitudes towards reading in general

FAMILY ATTITUDES TOWARDS READING IN GENERAL	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)
1. I enjoy it when I go to a bookshop or a library.	79.7	100	89.3	98.7	91	91.7
2. I usually read the text that appears on the screen when I watch television.	93.9	98	90.2			94
6. Reading is essential in daily life.	93.9	99	97.2			96.7
11. Reading is a waste of time	1.1	2	1	0	0	1.4
13. Reading should be one of	94.6	100	95.2		97	96.7

	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)
people's favourite entertainments.						
16. I like to share information that I have read with others (internet, books or magazines).	91.3	95	89		90	91.3
21. Throughout the day I take advantage of any moment to read.	62.1	97	50.4		69	69.6
25. Reading helps to solve everyday situations (such as cooking or taking medicine).	98.2	100	98.9			99.0
26. When buying an electrical appliance, it is better to use it straight away rather than read the instructions.	11.9	26.7	16.5		94	37.3
27. Knowing different languages is essential in current times.	96.4	100	99		100	98.9
AVERAGE	72.3	81.8	72.7	98.7	90.2	77.7

Regarding the second dimension, **attitudes that favour the learning of reading in children**, the data obtained show (see Table 21) that it is recommended that families teach their children the usefulness of reading (99.3%), and that it is considered an important activity in the family (99.1%), making it advisable to dedicate time each week to reading at home in the family context (95.4%).

Likewise, they identify that in family life there are many moments that can be used to read as a family (95.2%); therefore, a book is always a good gift for a child (97.6%)

In this dimension, two items (20 and 30) of particular interest were included, based on the vision that families would feel a shared responsibility, or not, with the school in the learning to read and learning other languages. In this regard, the data collected suggest that they feel committed, together with the school, in this type of learning. However, it does not seem that this commitment is strong in the school context since the data obtained in relation to the question about participation in activities that the school organizes to encourage reading (60.4%) are, compared to the rest of the questions, quite low percentages. For UK families, the role the school plays in learning to read is important and most families take part in the activities offered by the school to support their children's reading (parents' nights, plays, performances, assemblies and home-school reading records etc).

Table 21.

Family attitudes that favour learning to read amongst their children

FAMILY ATTITUDES THAT FAVOUR LEARNING TO READ AMONGST THEIR CHILDREN	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)

5. Reading should be an important activity for families.	96.8	100	99	99.6	100	99.1
10. A book is always a good gift for a child.	96.5	100	97.4	97.3	97	97.6
14. It is advisable that families dedicate a regular time each week to reading at home.	94.9	99	92.7	98.2	92	95.4
17. It is recommended that families teach their children the usefulness of reading (entertainment, studies, home activities ...).	97.7	99	99.7	100	100	99.3
18. There are many moments in family life that can be used to read as a family (holidays, weekends ...).	94.2	100	97	91.9	93	95.2
20. Families are not responsible for children's reading, because that is what school is for.	11.1	18.8	6.1	36	11	16.6
22. It is important that there is a dedicated space in homes for the use and care of a family library.	82.5	99	86.5	88.8		89.2
24. It is recommended that families encourage the correct use of reading carried out on technological devices (computer, mobile, television ...).	90.6	99	89.2		92	92.7
30. The teaching of the languages learned in school is the responsibility of the school, and not of families.	13	30.7	12.4		28	21
32. It is important that families know the foreign languages their children study in order to help them in their learning.	94.2	98.7	95.3	94.6		95.7
33. The learning of foreign languages in school should start from an early age.	98.1	100	99.7		79	94.2
38. I participate in the activities that the school organizes to promote reading.	53.6	86.7	63.7	38.1	60	60.4
AVERAGE	76.9	85.9	78.2	82.7	75.2	79.,8

Regarding the third dimension, **family attitudes that affect learning to read**, the statements are especially relevant are that families show interest in their children's homework, and help them when they need it (99.1%), and reading the class agenda with them (81.3%) so that they feel that their parents are interested in what they do in class.

Families respond when their children ask questions arising from the study of languages other than the mother tongue (92.8%); try to read in places in the house where the children can see and imitate them (89.1%); and select books in a library or bookshop (66.7%).

With the exception of Italy(there is not data for this question), parents usually respond to their child when asked what a word or expression means (76.7%).

Table 22.

Family activities that affect reading through everyday situations

FAMILY ACTIVITIES THAT AFFECT READING THROUGH EVERYDAY SITUATIONS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)
3. I read in places in the house where my child can see and / or imitate me.	87.7	96	84.9	83.9%	93	89.1
4. We read the class agenda together frequently to find out what my child does at school.	78.7	94.7	64.4	83.9	85	81.3
8. I usually respond to my child when they ask me "what does this word or expression mean?"	97.1	99	98.9		88	95,75
9. I am interested in the homework my child brings home, and I help them when they need it.	96.8	100	99.4	99.1	100	99.1
19. I select educational reading programs for my child to use on my mobile phone, television, tablet ...	55.8	93.1	42.8	44.4	42	55.6
23. I see and / or select books in a bookshop or a library with my child.	72.5	97	80.8		83	83,3
28. I use technological devices (tablet, mobile applications, computer) to encourage reading in different languages.	53	89.3	59.9	54.3		64,1
29. I usually answer when my child asks me "what does it say here?" in languages other than my mother tongue.	84.8	100	93.7			92,8
35. I help my children to select the texts and to prepare the sessions when they act as reading buddies with students of lower grades	25.9	74.7	51.2			50,6
37. I participate with my child's class in shared reading experiences (reading passages, feelings, answering questions about reading ...).	36.1	72	37	15.2		40
AVERAGE	68.8	91.6	71.3	63.5	81.8	75.4

Finally, with respect to **activities in the family environment that facilitate learning to read**, the surveyed population produced lower scores in this dimension and there is a greater discrepancy between the items most commonly performed in each country (see Table 23).

Spanish (UMA-CEIP Rosa de Gálvez- 86.28% and UGR-95%) and Greek families (69%) agree on prioritizing everyday moments to read aloud with their children (average 80.8%).

For Portuguese parents, the main activity is to record stories made up in families to show them in their children's class later (92.6%).

In Italy, families prefer to exchange readings, both on paper and in electronic format, and then comment on them (63.2%).

Table 23.

Activities in the family environment that facilitate the reading process

ACTIVITIES IN THE FAMILY ENVIRONMENT THAT FACILITATE THE READING PROCESS	UMA-CEIP ROSA DE GÁLVEZ (%)	UGR (%)	PORTUGAL (%)	ITALY (%)	GREECE (%)	ALL (average %)
7. My child and I exchange reading materials (books, comics ...), both on paper and electronically, and then discuss them at home.	40.4	84	36.3	63.2	59	56.6
12. My child and I read television programme listings to choose a program (for children, a movie, a quiz…).	62.1	82.2	59.2	56.5	29	57.8
15. In everyday moments, my child and I read aloud (product labels, logo of well-known brands, traffic signs…).	86.3	95	72.8		69	80.8
31. We use a language other than our mother tongue to understand the texts around us (clothing labels, instructions, subtitled films ...)	48.6	88	57.3	36.3		57.5
34. We write to people from other countries in different languages.	17.7	52	45.9		31	36.6
36. We record invented stories as a family to show them in my children's class later.	7.2	49.3	92.6			49.7
AVERAGE	43.7	75.1	60.7	52	47	55.7

4. CONCLUSIONS

The data obtained in this study, and our analysis and reflections on them, have led us to the following conclusions:

- ✓ Reading is a source of knowledge, entertainment and fun that enables students to resolve everyday situations.
- ✓ Family, school and society should work on projects for reading in order to help in the development of competent, and therefore autonomous, readers.
- ✓ Phonological awareness develops in parallel with reading comprehension when learning a language.
- ✓ Literacy in one language (1st, 2nd and / or 3rd language) should start from an early age to improve results later.
- ✓ Coordination between teachers is essential in an educational centre, planning actions together.
- ✓ Classroom programming is understood as a living and open document, subject to improvement over the course of the school year, depending on student demand.
- ✓ It is interesting to create heterogeneous reading groups in the classroom, promoting scaffolding and cooperation between peers.
- ✓ The techniques of analysing a text (concept maps, murals, portfolios, dramatizations ...) are highly relevant to promote students' reading skills.
- ✓ Improvements should be made in the inclusion and use of ICT in classrooms through educational programs on interactive whiteboards, tablets, computers and mobiles.
- ✓ Classroom and/or school libraries are a fundamental educational resource in schools.
- ✓ The involvement of families in the activities of educational centres is fundamental and necessary for the harmonious development of students.
- ✓ Students should be offered all kinds of texts for social uses to allow them to gauge their utility and functionality in their day to day lives.
- ✓ Family activities around reading influence children's attitudes.
- ✓ It is recommended that families teach their children the usefulness of reading.
- ✓ Families should show interest in their children's homework and help them to complete it when they ask.

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APPENDIX

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