

UNIVERSIDAD
DE MÁLAGA

EVALUATION OF READING PRACTICES IN CHILDHOOD EDUCATION SPAIN

1. INTRODUCTION

In recent years, the development of educational policies takes as one of the axes of educational quality the initiation of reading and writing in Early Childhood Education, mainly at the last level of this stage (5 years). The *Ley Orgánica 2/2006 de Educación* includes in its objectives and educational principles a first approach to reading and writing. The current *Ley Orgánica 8/2013 para la Mejora de la Calidad Educativa* did not change educational structures or principles. Therefore, both *Real Decreto 1630/2006 de 29 de diciembre*, which establishes the minimum teachings of the 2nd cycle of Early Childhood Education, as well as the teaching decrees of the different autonomous communities, must address the teaching of reading and writing in all its curricular elements.

The *Orden 5 de Agosto de 2008*, by which the Curriculum corresponding to Early Childhood Education in Andalusia is developed, establishes that at this stage, boys and girls gradually discover and explore the uses of reading and writing as a source of pleasure, fantasy, communication, representation and information, awakening and strengthening your interest in them.

The organization of the contents in relation to the section "Approach to the written language", both regarding the 1st (0-3) and the 2nd (3-6)¹ cycle, have been selected and formulated taking into account that the written language is present in children's lives from an early age, but not in the same way in all families. For this reason, Early Childhood Education will approach the use of the written language as a means of communication, information and enjoyment, creating interest and curiosity to explore some of its elements. In the 2nd cycle, the nursery school will provide the opportunity for children to continue to approach the use and learning of written language as a means of communication, information and enjoyment.

¹ This stage is divided into three courses called according to the age of entry of the students: 3 years, 4 years and 5 years.

The introduction to the knowledge of the written code will be made through very significant or usual words and phrases, such as the proper name or title of stories. Boys and girls will gradually use, independently, the different supports of the written language such as books, magazines, newspapers, advertising brochures, travel guides, posters, product labels and, of course, the screens of the various devices that offers us the knowledge society and technologies. Through the use of the format and content of these, they will understand that each text is usually presented on a specific medium.

The experience in daily situations of reading aloud will turn children of this stage into participants of shared literary practices, being they who are really reading, understanding and interpreting the content of the text, experiencing magical moments where the spellings of the text are become oral language. This helps to understand the functions and structure of written language, as well as the gradual use of them. These readings, listened to with interest and attention, will cover all kinds of social texts, and will respond to the social and cultural uses of written language as a means of communication, information and enjoyment, progressively helping to understand its important function.

So we can conclude that literacy has a great role in the Early Childhood stage for education in Spain.

1.1. DESCRIPTION OF EARLY CHILDHOOD TEACHERS

A sample of 200 Early Childhood teachers from the province of Malaga has been selected. Most of the participants are women (94%). 42.2% are between 36 and 45 years old, 28.1% between 46 and 55 years old, 15.6% between 26 and 35 years old, 12.1% over 55 years and 2% under 26 years. Regarding the years of experience, the majority are between 21 and 25 years old (25.6%) and we find only 8.5% between 0 and 5.

In relation to the type of centre where the participating teachers are located, most are in urban settings (92%) and a minority in rural settings (8%). Of these, 90.5% is public, 9% arranged and .5% private. 31% of teachers work in bilingual centres and 18.5% in educational compensation centres.

Next, training will be analysed from two different dimensions: academic training and the number of training activities that teachers have carried out in the last 5 years. The highest degree of studies they have corresponds to a bachelor's degree (23.1%), only 5.5% have the current degree (the minimum requirement previously was a

diploma). These qualifications have allowed him to be specialized teachers in Early Childhood Education (89.4%). 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 17.50% more than 6 activities (Figure 1).

Training activities

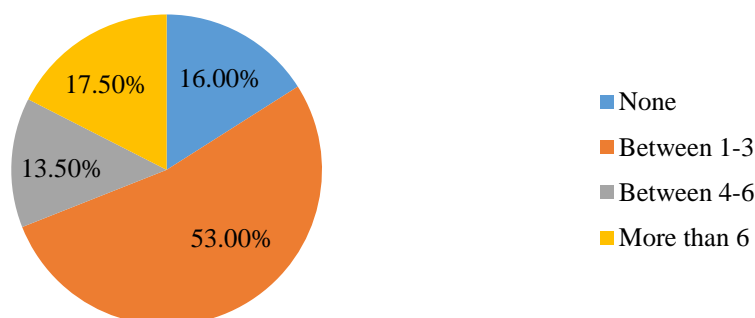


Figure 1. Sector diagram of the training activities carried out in the last 4 years

The percentage is similar depending on the course where *they are tutors or if they are support teachers*, with a total of 80.8% tutors and 19.2% support teachers. Most of the tutors are in 4 years (29.1%), followed by 5 years (27.6%) and 3 years (24.1%).

Teachers use an eclectic methodology of the various methodologies for reading learning, since they indicate using more than one of them. Thus, the most frequent is phonological awareness (65.1% indicates using it in class), followed by the mixed method (52.3%), constructivism (47.7%), the syllabic method (25.6 %), the global method (22.6%), the phonic method (21.5%) and finally, the alphabetical method (20.5%).

For this, many rely on a great diversity of texts, the most used being those of the expository type (69.3%), followed by the literary (66.8%), the enumerative (65.8%), the informative (58.3 %) and prescriptive (45.2%).

Regarding the practical difficulties found in reading, they are mainly due to the oral and written comprehension that students develop (this is indicated by 45.7% of the teaching staff regarding each one), followed by aspects related to reading technique (37.25%) and improving the reading taste (24.6%).

Along the same lines, to promote reading, the materials they use the most in class are the materials produced by the students in the classroom library (75.4%),

classroom library books (74.9%), books they bring from home (56.8%), school library material (57.3%) and reading textbook (51.8%).

94.4% of teachers indicate that in their centre, 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. 55.6% indicate having been in centres with innovative practices and 38.3% having participated in Institutional or Administration Projects related to the teaching of reading. 34.2% report that in the centre where they worked or have worked, there is a reading method prescribed by the school.

1.2. DESCRIPTION OF FAMILIES

The sample is made up of 218 families of students enrolled in the Early Childhood Education stage in educational centres in the province of Malaga, of which 211 come from public schools (96.8%) and 7 private schools (3.2%). Figure 2 shows that the majority of the schools (72.48%) have not established any educational compensation measure, while 14.22% are compensatory and of these, 13% are classified as centres of difficult performance. Figure 3 shows that 38.99% of families come from bilingual centres.

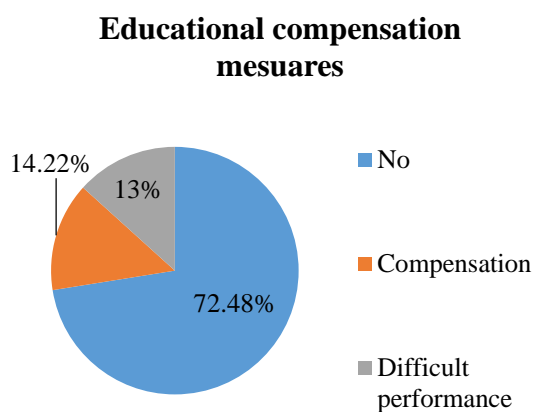


Figure 2. Centres with educational compensation measures

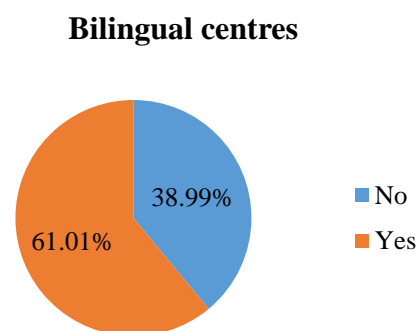


Figure 3. Centres with bilingual education

To better understand the nature of the results, the characteristics of the participating families are described. 87.16% of families are two-parent while 12.84% are single-parent. As for the number of members of the family unit, the average number of children is 1.97. The age of the oldest son is at an average of 6.43 years. Of the 218

families, 158 have two or more children and only 5 have five or more children. The nationality of the parents can be found in tables 1 and 2.

Table 1. Mother's nationality

Nacionalidad de la madre		
	Frequency	%
Spanish	198	90.8
Arabic	3	1.4
Australian	2	0.9
China	2	0.9
Colombian	1	0.5
French	1	0.5
Moroccan	4	1.8
Paraguayan	1	0.5
Polish	1	0.5
Romanian	2	0.9
Venezuelan	1	0.5
Italian	1	0.5
No answer	1	0.5
Total	218	100

Table 2. Father's nationality

Nacionalidad del padre		
	Frequency	%
Spanish	200	91.7
Arabic	2	0.9
Australian	1	0.5
British	1	0.5
China	1	0.5
Estonia	1	0.5
Moroccan	3	1.4
Venezuelan	1	0.5
Italian	1	0.5
No answer	7	3.2
Total	218	100

Furthermore, it is observed that there are more mothers of foreign origin than fathers. There is only a single family seems to be formed by the father. When asked about the mother tongue, the percentage decreased, in the case of Spanish, to 86.7%, so that there are fathers and mothers who have Spanish nationality and a different mother tongue.

Regarding occupation, it was interesting to know the proportion of people who were engaged in domestic work, unemployed, retired or who were working. As expected, the percentage of mothers engaged in domestic work (16.97%) is much higher than that of fathers (1.38%).

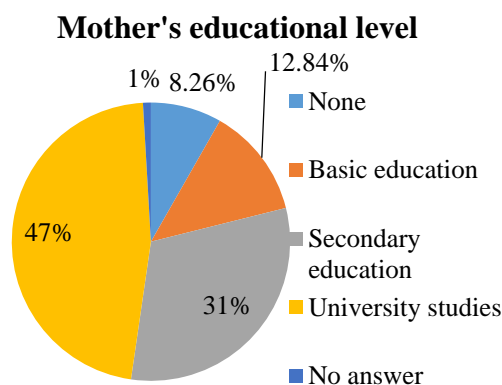


Figure 4. Educational level of the mother

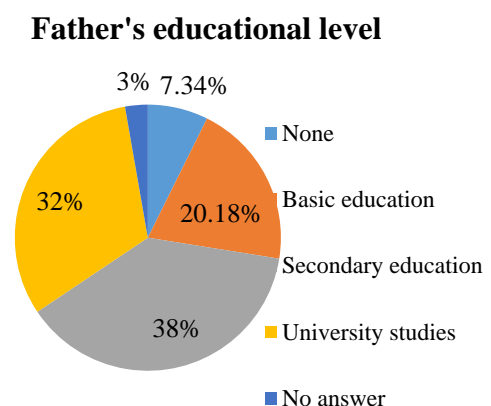


Figure 5. Educational level of the father

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 (47%) who have higher education than fathers (32%) on the opposite side, the Proportion of parents without studies is very similar in both cases (8.26% of mothers and 7.34% of fathers) (Figures 4 and 5).

2. TEACHING METHODOLOGY IN READING LEARNING

The methods used to teach children to read when they begin formal instruction have traditionally been classified into two large groups: synthetic, phonic or syllabic-based methods, global or analytical methods, in which the word prevails in the reading process. Subsequently, they were joined by mixed methods which attempt to combine analytical and synthetic activity, simultaneously combining global perception and phonological analysis. At present, these approaches have evolved towards trends with greater openness than initial budgets, although there is a tendency towards one or the other perspective, we refer to direct teaching, integrated language and constructivism.

On the coordination between the educational stages of Early Childhood and Primary Education (3rd level of the 2nd cycle-5 years and 1st Primary-6 years), there are a series of activities that teachers carry out to promote reading learning in their educational centre. Thus, shared activities among students at both levels (81.3% of teachers) are quite common. It is also common for them to share objectives, work methodology, groupings, routines, evaluation and resources among the teachers of both stages (67%), or to plan periodic meetings throughout the course to unify criteria and actions between both stages (64.2%). In the same way, it is common for them to exchange reading experiences from one level to another (63.6% of teachers do it) or to design projects and curricular materials based on lines of joint action (56.3%).

2.1.TEACHING METHODOLOGIES

Teachers use a wide variety of strategies to develop an initiation to reading learning, the use of eclectic methodologies being common. The most used are constructivism ($\bar{X}^2 = 4.33$; $\sigma^3 = .57$) and the global method ($\bar{X} = 4.10$; $\sigma = .59$). These reach values greater than 4, so it can be said that they are used with great frequency in

² \bar{X} = Typical deviation .

³ σ = Standard Error of the mean (SEM).

classrooms. Next, there are the phonic method (\bar{X} = 3.85; σ = .82), the mixed method (\bar{X} = 3.84; σ = .67), the phonological awareness (\bar{X} = 3.78; σ = .71), the syllabic method (\bar{X} = 3.54; σ = .83) and finally the alphabetical method (\bar{X} = 3.39; σ = .63).

Following the constructivism methodology, almost all teachers develop the learning of words that are significant for their students, such as their own name or personal tastes (\bar{X} = 4.69; σ = .65), encourages the use of various types of language (such as corporal, gestural, musical or plastic) (\bar{X} = 4.66; σ = .61) and their communication skills (such as active listening, empathy, dialogue, assertiveness or argumentation) (\bar{X} = 4.63; σ = .64).

In the case of the strategies used by the teachers of the global method, almost all the teachers reinforce the intonation of the stories and the rhythm of the songs (\bar{X} = 4.59; σ = .80), and propose situations that favour creativity of the student body (\bar{X} = 4.43; σ = .88).

In relation to the phonic method, there are a large majority of teachers who develop learning to read and write simultaneously (\bar{X} = 4.23; σ = .98), combining the sound of phonemes with onomatopoeia, gestures and / or kinaesthetic (\bar{X} = 3.95; σ = 1.14).

Regarding the mixed method, a large majority use onomatopoeic examples to understand the sound of the letters we use (for example, they use the sound of the wind "ssss" to learn the letter "s") (\bar{X} = 4.12; σ = .99), teach the syllable as a part of the word (\bar{X} = 4.11; σ = 1.14) and present letters and words simultaneously so that students learn to recognize them at the same time (\bar{X} = 4.08; σ = 1.01).

With respect to phonological awareness, the vast majority of teachers play games of counting syllables and phonemes by clapping or without clapping (\bar{X} = 4.63; σ = .69), and presents words for students to indicate whether they start, contain or end with a given phoneme (\bar{X} = 4.46; σ = .86).

Within the alphabetical method, the type of strategy that is most used is learning the letters using various resources such as the card game, mobile letters or iconic correspondence (\bar{X} = 4.26; σ = .94). It is also common to simultaneously develop the teaching and learning process of reading and writing (\bar{X} = 4.23; σ = .98).

Finally, in the case of the strategies used by teachers typical of the syllabic method, the vast majority begin with the learning of the vowels simulating their sound and their spelling (\bar{X} = 4.06; σ = 1.23).

2.2.PSYCHOPEDAGOGICAL PRINCIPLES AND READING LEARNING METHODOLOGY

Our specific regulations, clearly and forcefully, that the Early Childhood Education stage aims for boys and girls to discover and progressively explore the uses of reading and writing as a source of pleasure, fantasy, communication, representation and information, awakening and cementing your interest in them. In nursery schools and classrooms, a literacy environment rich in texts for social use, situations where it is written and read functionally, and interactions with peers and more literate people, will encourage children, from very early, to try to appropriate reading and writing as activities inserted in the daily work of the culture where they live. The classroom library, the reading aloud of stories, poetry, etc., are key elements for approaching literature, stimulating the desire to read while allowing children to integrate into their cultural environment and get closer to other more distant contexts.

It will be necessary to propose educational situations or activities where the different linguistic skills are used - listening, speaking, reading and writing -, always within a functional and meaningful context, fused and confused with the activities and tasks of your daily life, both in their context family and school.

In relation to the **psycho-pedagogical principles and methodology on reading learning** (Table 3), almost all teachers apply the aspects presented in this section of the questionnaire. From highest to lowest agreement, teachers usually present in the classroom the work carried out by their students ($\bar{X} = 4.45$; $\sigma = .90$), encourages them to interpret the illustrations in a text, even if they cannot read ($\bar{X} = 4.45$; $\sigma = .88$) and asks them questions during the reading of texts to guarantee their comprehension ($\bar{X} = 4.43$; $\sigma = .91$). They also organize the classroom according to the needs of the students with different learning corners and workshops ($\bar{X} = 4.35$; $\sigma = .92$), establish relationships between written and oral language ($\bar{X} = 4.34$; $\sigma = .80$) as well as dynamics of reading animation (change of characters, changes of endings or creation of stories with images, among others) ($\bar{X} = 4.21$; $\sigma = .95$).

Table 3. *Psycho-pedagogical principles and methodology on reading learning used by teachers in their classrooms*

Psycho-pedagogical principles	\bar{X}	σ^1	SEM ²	Max-min ³
I ask the students questions while reading texts to ensure their understanding.	4.43	.91	.06	1-5
I encourage my students to interpret the illustrations in a text, even if they can't read.	4.21	.95	.07	1-5
I establish relationships between written language and oral language.	4.45	.88	.06	1-5
I expose the work done by my students in the classroom.	4.14	.99	.07	1-5
The text whose content is related to the students' experiences is presented.	4.34	.80	.06	1-5
I take advantage of the comments that my students make during reading activities, even if it is not related to what we are dealing with.	4.45	.90	.06	1-5
I establish dynamics of animation to the reading (change of characters, changes of endings, creation of stories with images ...).	3.81	1.11	.08	1-5
I organize the classroom according to the needs of students with different learning corners and workshops.	4.35	.92	.07	1-5
(1) Standard Deviation. (2) Standard error of the mean. (3) Maximum and minimum values obtained				

Likewise, take advantage of the comments that students make during the reading activities, even if it is not related to what they are dealing with ($\bar{X} = 4.14$; $\sigma = .99$), and presents texts whose content is related to the students' experiences ($\bar{X} = 3.81$; $\sigma = 1.11$).

2.3. ORGANIZATION OF ACTIVITIES (PROGRAMMING OR PLANNING, TIMING, STUDENT GROUPING)

The teachers, based on the information they have about the child's previous knowledge, will present activities that attract their interest and that the child can relate to their previous experiences. It is essential that such experiences take place in an environment of participation and activity that includes play, manipulation and direct exploration. This gives the activities a strong motivating character and enables children to establish meaningful relationships. Flexibility and the possibility of adaptation to learning rhythms are required.

Within the organization of activities for the development of reading learning, on the *student group*, almost all the teachers carry out reading activities in large groups ($\bar{X} = 4.45$; $\sigma = .87$), to a lesser extent they are carried out individually, although it is still a high majority, ($\bar{X} = 4.04$; $\sigma = 1.18$) and the least applied, the small group ($\bar{X} = 3.78$; $\sigma = 1.15$). It is interesting to note that there is a majority of teachers who take as a criterion to form the groups that students have with a different reading level ($\bar{X} = 3.47$; $\sigma = 1.41$).

In attention to *class routines*, almost all the teachers establish time dedicated to learning to read, either through assembly, corners or other type of strategy ($\bar{X} = 4.45$; $\sigma = .87$).

In another sense, there are more teachers who carry out *reading activities based on a project*, didactic unit and / or centre of interest ($\bar{X} = 3.83$; $\sigma = 1.19$), than those who follow a publisher's textbook ($\bar{X} = 2.63$; $\sigma = 1.45$).

2.4. SPACE, MATERIAL AND HUMAN RESOURCES

The selection and use of spaces and materials are determined by the reference methodological model, by the didactic strategies that are carried out and by the teachers' own conception of education.

The methodological guidelines proposed in the normative framework of Early Childhood Education in Spain require the professional to be part of an educational team, which implies carrying out cooperative work that allows the implementation of a shared educational project in which families must be of special importance, mainly in these ages. Co-responsibility, collaboration and mutual acceptance are fundamental pillars for the best development of boys and girls and of the teaching-learning processes. Therefore, the teachers and teachers and education professionals involved must facilitate moments of encounter and collaboration with families, through both group and individual and informal interactions. This will contribute to the improvement of education and the integral development of each and every one of the boys and girls of this educational stage.

Within **space, material and human resources**, in relation to *space*, a large number of teachers have in the classroom a quiet place dedicated to individual reading, specifically, a classroom library ($\bar{X} = 4.22$; $\sigma = 1.05$). In addition to a corner with activities that their students use to promote reading learning ($\bar{X} = 4.11$; $\sigma = 1.09$).

In relation to *material resources*, a large number of teachers use ICT resources in class to carry out interactive reading activities (such as the internet, the whiteboard, material from the book or created, among others) ($\bar{X} = 4.18$; $\sigma = 1.09$). Fewer people use the whiteboard when it is used to carry out selected internet reading activities (such as videos, games or children's websites) ($\bar{X} = 3.76$; $\sigma = 1.45$) or use them to create stories (such as of type Story Bird or story cubes) ($\bar{X} = 2.58$; $\sigma = 1.53$).

They also make use of various types of texts in class, such as picture books, stories, newspapers, magazines, cookbooks, encyclopaedias, or dictionaries ($\bar{X} = 4.16$; $\sigma = 1.01$).

Referring to *human resources*, families play a fundamental role in the school, that is why they are provided with information to promote reading learning at home, whether through workshops, quarterly meetings, tutoring or family school, among others ($\bar{X} = 4.01$; $\sigma = 1.15$). This allows them to participate, from their homes, in the reading process through activities proposed by the teacher based on what has been done in the classroom ($\bar{X} = 3.81$; $\sigma = 1.28$). Their participation in reading activities in the classroom is slightly reduced ($\bar{X} = 3.49$; $\sigma = 1.36$). In addition, they coordinate with other teachers to program and / or carry out activities with their students on reading ($\bar{X} = 3.77$; $\sigma = 1.20$) and involve other agents of the educational centre or other professionals within their classroom ($\bar{X} = 3.16$; $\sigma = 1.43$).

2.5.EVALUATION

In Early Childhood Education the basic purpose of the evaluation is to serve to intervene, allowing educational decisions to be made, to know at all times what the evolution of the student is and to be able to propose adequate procedures to achieve the maximum development of their abilities.

Therefore, regarding **the evaluation of student reading learning**, the teachers participating in our study make use of *different moments*. Specifically, they carry out an initial evaluation at the beginning of the school year ($\bar{X} = 4.48$; $\sigma = .92$), they analyse different moments in the classroom during the course to evaluate the reading learning of their students ($\bar{X} = 4.15$; $\sigma = .92$).

In accordance with the provisions of the *Decreto 428/2008 de 29 de julio*, which establishes the organization of the teachings corresponding to Early Childhood Education in Andalusia, the evaluation at this stage will be global, continuous and formative, taking as reference the objectives established for it. Likewise, the *Orden de 29 de diciembre de 2008*, which establishes the evaluation in Early Childhood Education in the Autonomous Community of Andalusia, indicates different strategies and techniques, attaching special importance to the preparation of documentation on teaching practice and classroom experiences.

The observation of how the students develop the usual activities in the classroom in relation to reading is the basic instrument to obtain useful information in order to adjust or modify the educational action. This observation covers both what the child does, says and feels when he is involved in a reading activity, as well as what he is capable of producing when another more competent person helps, asks or proposes him. Thus, an analysis is made of what the students do, feel or say in interaction with other more expert people than themselves.

It is complex to build instruments that facilitate the knowledge of the students' processes, since reading is not the sum of certain skills and strategies, but is the integration of all of them, which allows progress in this learning.

In a synthesized way, we will present some of the instruments that allow the continuous regulation of the learning process of reading: observation guidelines, children's productions, class diary, family interviews, individual reflection of the students or self-evaluation and standardized tests. In our study, the most widely used instrument is the analysis of student tasks ($\bar{X} = 4.33$; $\sigma = .87$).

2.6. TYPES OF TEXTS

From the variety of textual typology, children can learn that we read and write to: remember, identify, locate, record, store, find out data; communicate or access information; enjoy, communicate emotions, events, dreams, etc.; study, learn, deepen knowledge; learn to know how some things are done. That is why it is considered essential that teachers use various types of text in the classroom to develop the initiation to reading learning in their students.

The teachers surveyed consider it essential, among which the most widely used are those of a *literary type* ($\bar{X} = 3.95$; $\sigma = .72$), followed by the *expository* ($\bar{X} = 3.34$; $\sigma = .94$), *informative* ($\bar{X} = 3.15$; $\sigma = .92$), *enumerative* ($\bar{X} = 3.1$; $\sigma = .91$) and *prescriptive* ($\bar{X} = 3.04$; $\sigma = .95$).

In the case of *literary texts*, stories, narrations or legends are very widespread ($\bar{X} = 4.59$; $\sigma = .70$), as well as sayings, songs or riddles ($\bar{X} = 4.51$; $\sigma = .79$). Regarding *expository texts*, more than half of the teachers use textbooks or school books in their classrooms ($\bar{X} = 3.64$; $\sigma = 1.30$), the dossiers of the work projects ($\bar{X} = 3.42$; $\sigma = 1.40$), texts for the development of an oral presentation ($\bar{X} = 3.30$; $\sigma = 1.42$), reference books ($\bar{X} = 3.18$; $\sigma = 1.42$) and reviews ($\bar{X} = 3.16$; $\sigma = 1.37$). In relation to the last type of texts,

which corresponds to the *informative text*, only the use of illustrations is widely spread ($\bar{X} = 4.16$; $\sigma = 1.06$). Regarding the types of *enumerative text*, among the most used by teachers, are the lists (of purchase, of toys, of class, of story titles ...) ($\bar{X} = 3.80$; $\sigma = 1.22$), followed of brochures or posters ($\bar{X} = 3.73$; $\sigma = 1.30$), cooking recipes ($\bar{X} = 3.42$; $\sigma = 1.35$) and menus (school, restaurant ...) ($\bar{X} = 3.03$; $\sigma = 1.42$). Within the *prescriptive texts* there is great diversity in their use. A large number of teachers make use of rules (game, behaviour ...) for reading learning ($\bar{X} = 4.05$; $\sigma = 1.08$).

3. THE ROLE OF FAMILIES IN READING LEARNING

The habits and attitudes observed in parents influence the acquisition of habits and the development of attitudes by children at early ages. Furthermore, the cultural aspects and the involvement of the parents in the school, and with the action that they exert on the children, are also present in the empirical works carried out in this field. Likewise, despite the importance of the socioeconomic variables of the family in the school performance of the children, what really affects is the importance that people, who live daily with the minor give to reading, shared reading moments and diversity of cultural experiences that they offer for their later personal and social development.

On the other hand, there is a widespread idea in today's society regarding who has the obligation to intervene in the literacy process. In this sense, the family thinks that the responsibility for this process lies with the teachers. In other cases, the interest is reduced to pressuring the teachers so that their boys and girls learn as soon as possible, offering their help at home for this type of task. To promote the role of families in the acquisition of reading habits, the Andalusian Educational Administration, aware of the important role of the family in the educational process of their children, has put into action different actions.

The **family attitude towards reading** of all the surveyed families is favourable⁴. In this regard, they think that reading is not a waste of time and that it helps them solve situations that arise in their daily lives (99.40%). They consider that reading is relevant as entertainment (94.05%), as a means of interaction with others through the exchange of information read (92.26%), enjoying when they go to an establishment such as a bookstore or library (88, 29%).

⁴ The specific results of each question can be found in Table 1 of the Appendix.

Reading is an ideal medium as a complement to the iconic image, so when we are in front of the television we must complement the information we receive visually with the reading of the texts that appear on the screen (97.02%), although it is inconsistent with the above, as there is a high percentage of families (85.1%) who prefer to consult videos on the internet and avoid websites that have a lot of lyrics.

Reading is an essential activity in people's daily life (88.89%), since it helps them to solve multiple situations both in their work and personal environment, for example, when they go shopping, to know the billboard of cinema, television programming or planning the daily work day, break down the payroll and read the instructions when they buy an electrical device (86.31%).

However, today's society has encouraged us to live our day to day to the limit, with a multitude of activities since we got up, childcare, work, housework, ... not finding too many moments for a leisurely and calm reading. This situation may have caused the lowest score for the question that refers to finding any time of day to read (67.86%) (Figure 6).

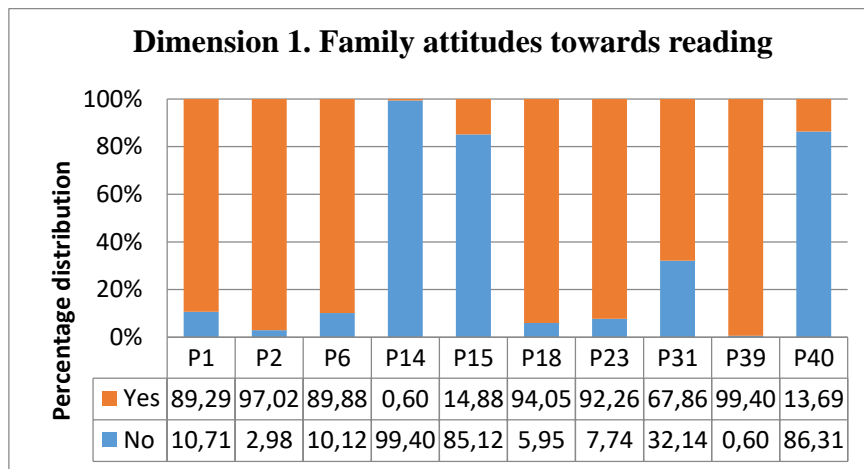


Figure 6. Dimension 1: Family attitudes towards reading

With regard to **family attitudes that favour learning to read in their children**, almost the entire population surveyed considers that it is highly recommended that families teach the usefulness of reading (99.08%), while they consider it as an important activity (97.25%), recognizing that a book is always a gift for a child (98.17%).

Parents should be interested in helping their children learn to read (96.33%) and identify themselves as responsible for the children learning to read together with the school (89.29%). For this, there are many moments in family life that can be used to

teach their children to read (meals, trips, bedtime ...) (95.41%). As well as having a certain moment in the routines of the week for family reading (93.58%). Encourage the correct use of readings made with new technologies (computer, mobile, television ...) (93.12%), selecting educational programs for readers on television, mobile, computer and / or tablet to facilitate their learning (88, 63%).

Two actions can help the child understand the importance that reading has and will have in his life, they are related to the adaptation of spaces in the home for the use and care of reading resources such as a small family library (88.07%) and the participation of families in schools when they organize activities that promote reading. (76, 61%) (Figure 7).

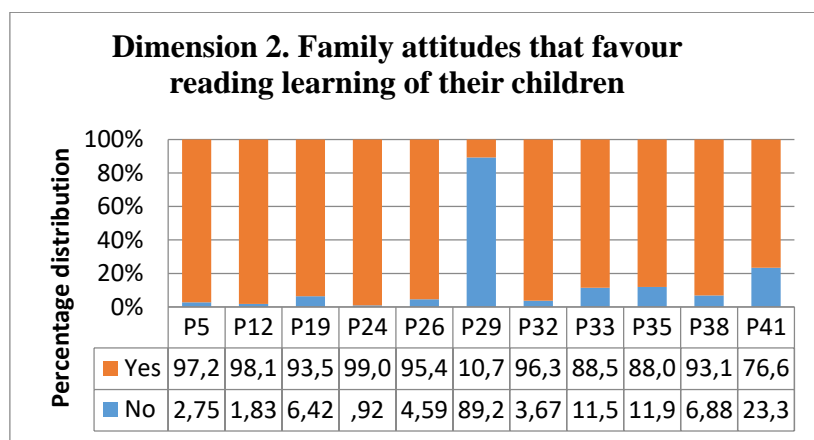


Figure 7. Dimension 2: Family attitudes that favour the reading learning of their children

Among the **family attitudes that affect reading learning**, we find priorities: that parents speak to their children about things they have done together (98.81%); read in places in the house where they can see and/or imitate them (89.29%); pass the sheets of an electronic or paper book together (88.69%) or sing songs and recite poetry, tongue twisters, riddles (88.53%) while, orally telling or inventing stories (79.82%). It is also important that families spend their time doing activities so that children become fond of reading (76.61%), respond to their daughters / or when they ask them "what do you put here?" (64.88%), watch together children's programs that teach them to read both through television and the internet (64.88%) and even select educational reading programs for their children to use on their mobile, television, and tablet. (61.31%) (Figure 8).

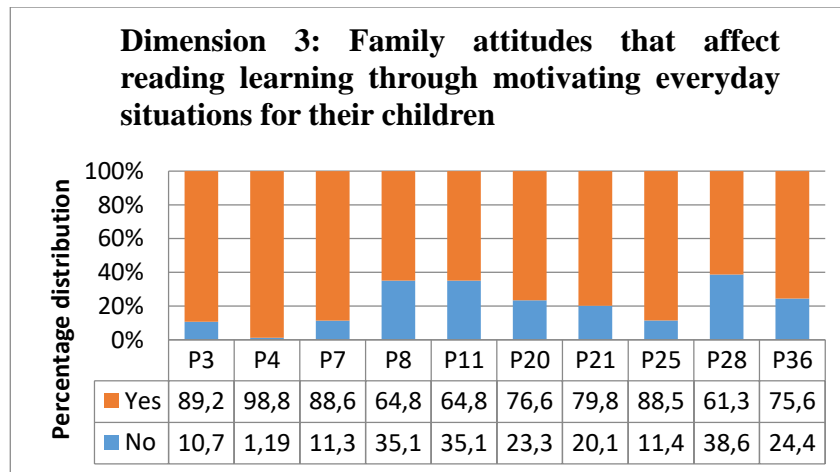


Figure 8. Dimension 3: Family attitudes that affect reading learning through motivating everyday situations for their children

Finally, in the questions about **activities in the family environment that facilitate reading learning**, lower scores have been obtained, being especially relevant: reading together aloud (88.69%), interpretation of images from books, or children's websites with illustrations (87.50%) and playing with toys that have the alphabet (82.11%), reading or writing notes on purchases, souvenirs, errands, etc. (79.17%), naming the images from a book, a website or a place like museum, library, etc. (78.57%) as well as reading product labels, the logo of well-known brands or road signs aloud (76.15%).

The activities that show less agreement have to do with very specific actions, which perhaps if there are no previous guidelines from teachers to families, it is more unlikely that they are carried out on personal initiative, such as playing guessing games or saying words that contain a syllable chosen by the adult (62.39%), to compose and decompose words (51.79%) and / or write together specifically the shopping list with icons or words (51.79%). The question "read or write notes" has obtained a higher degree of agreement (79.17%). This may be due to the fact that these notes are related to joint situations that directly involve the interaction of the child-family for a more specific purpose of the minor (birthday parties, messages to the teacher, congratulations to their peers, family, memories for activities to be carried out at other times ...). Families consider that it is they, preferably, who should choose children's television programming for their children in relation to programs, movies, contests ... instead of using reading (51.19%) (Figure 9).

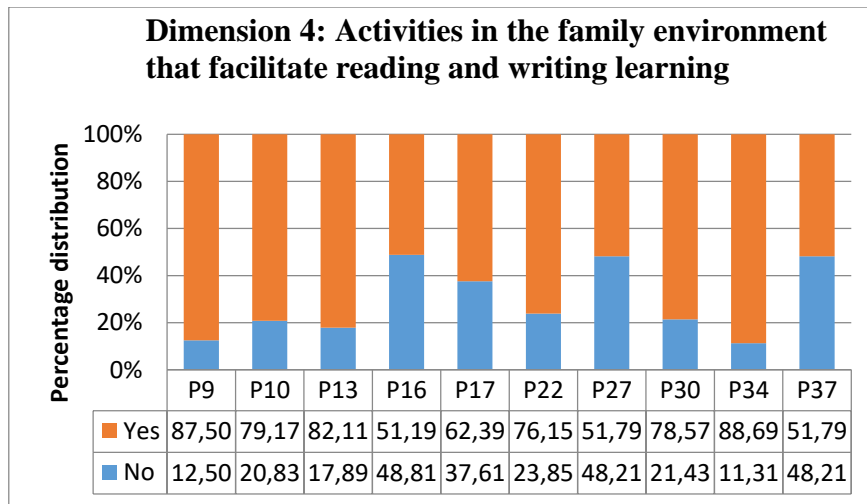


Figure 9. Dimension 4: Activities in the family environment that facilitates reading and writing learning.

APPENDIX

Table 1. Results of the questionnaire on family attitudes on reading and practices of families

Questions	No %	Yes %	Dimension
1. I enjoy when I go to a bookstore or a library.	10.71	89.29	1
2. I usually read the text that appears on the screen when I watch TV.	2.98	97.02	1
3. I read in places in the house where my child can see and / or imitate me.	10.71	89.29	3
4. I talk with my child about things we have done.	1.19	98.81	3
5. Reading should be an important activity in the family.	2.75	97.25	2
6. Reading is essential in daily life.	10.12	89.88	1
7. I pass the pages of an electronic or paper book (cooking, a story ...) with my child.	11.31	88.69	3
8. I usually answer my child when she asks me "what do you put here?"	35.12	64.88	3
9. I read children's books or websites with illustrations with my child so she / he interprets the images.	12.50	87.50	4
10. I read or write notes (of purchase, souvenir, errands ...) with my child.	20.83	79.17	4
11. I watch with my child or children's programs that teach her or him to read (on television or on the Internet).	35.12	64.88	3
12. A book is always a good gift for a girl / boy.	1.83	98.17	2
13. I play with my child with toys that have the alphabet (mats with letters and numbers ...).	17.89	82.11	4
14. Reading is a waste of time.	99.40	0.60	1
15. I prefer to check videos on the internet and avoid websites that have a lot of lyrics.	85.12	14.88	1
16. I read with my child television programming to choose a program (children's, a movie, a contest ...).	48.81	51.19	4
17. I play with my child to guess or say words that contain a syllable chosen by us.	37.61	62.39	4
18. Reading should be one of people's favourite entertainments.	5.95	94.05	1
19. It is advisable that the family dedicate a set time per week for reading at home.	6.42	93.58	2
20. I do with my child some type of activity to be fond of reading.	23.39	76.61	3
21. I tell or invent stories orally with my child.	20.18	79.82	3
22. In everyday moments, I read aloud with my child product labels, the logo of well-known brands or traffic signs.	23.85	76.15	4
23. I like to share with the other information that I have read on the internet, books or magazines.	7.74	92.26	1
24. It is recommended that parents teach their children the usefulness of reading.	.92	99.08	2
25. I sing with my child songs or recite poems, tongue twisters, riddles.	11.47	88.53	3
26. There are many moments in family life that can be used to teach our child to read (meals, trips, bedtime...).	4.59	95.41	2
27. I play with my child to compose and break down words.	48.21	51.79	4
28. I select readers educational programs for my child to use on my mobile, television, tablet ...	38.69	61.31	3
29. Parents are not responsible for children learning to read, that's what school is for.	89.29	10.71	2
30. I name the images of a book, a website or a place (museum, library ...) with my child.	21.43	78.57	4
31. Throughout the day I take any time to read.	32.14	67.86	1
32. Parents should be interested in helping their children learn to read.	3.67	96.33	2
33. It is advisable for the family to select or recommend educational programs (TV, mobile, computer) to their children to learn to read.	11.47	88.53	2
34. I read aloud (a story, the instruction of a toy, a recipe ...) with my child.	11.31	88.69	4

35. It is important that homes have a space dedicated to the use and care of a family library.	11.93	88.07	2
36. I see and / or select with my child books that are in a bookstore or a library.	24.40	75.60	3
37. I write the shopping list with my child (with icons or with words).	48.21	51.79	4
38. It is recommended that the family encourages the correct use of the readings made with the new technologies (computer. mobile. television ...).	6.88	93.12	2
39. Reading helps solve everyday situations (such as cooking or taking a medicine).	0.60	99.40	1
40. When buying an electrical appliance. it is more useful to use it directly than to read the instructions.	86.31	13.69	1
41. I participate in the activities organized by the school to promote reading.	23.39	76.61	2

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