

READING STRATEGY FOR THE BASQUE EDUCATION SYSTEM

Creating competent readers
2024-2027



“A language without readers doesn’t develop; and if it doesn’t develop, it will fade away”

Miren Billelabeitia Bengoa, author and professor, Euskadi Literature Prize-winner (essay in the Basque language).

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0

Introduction

Schools are the focal point for educational transformation and pupils are the cornerstone of the Basque education system. The “knowledge society” in the 21st century implies far-reaching changes entailing new cognitive demands and new skills that the pupil must acquire. The changes and improvements to be made must place priority on Basic Education, the educational stage at which the new generations are prepared for adult life.

In this Basic Education, solid foundations are laid for lifelong learning and to ensure that the pupils will be capable of meaningfully guiding their own lives, deciding their own fates, taking control over their own decisions, assuming the responsibility of their needs today and tomorrow, encouraging them to care for people and become a part of society, always participating actively, critically and responsibly.

Reading is an essential part of the learning process; it enables access to information and knowledge of the subjects in the curriculum, stimulates critical thinking, improves cognitive capacity and helps to develop key skills for success in any area of life.

Helping them to learn to read is therefore one of the greatest gifts you can give to a pupil. And today research offers us a series of essential keys for doing just that. It not only shows us *what* they must learn, but also tells us what we can do to ensure that they do it in earnest.

In 2018 the Basque Government Ministry of Education issued a series of resources providing help and support to the education community of the Basque Autonomous Community (BAC). This was an initiative intended to stimulate the reading skills of our pupils and foster their love of reading. Each school therefore started to create its own Reading Plan based on its own reality, designed to enable periodical adjustment.

In recent years, with the aim of responding to emerging needs, the Ministry of Education has rolled out a number of projects (AT¹, DEA-TDAH², ITT³) In addition, the decrees⁴ establishing the Preschool, Basic and Baccalaureate education curriculum and its introduction to the Basque Autonomous Community take us into new educational territory.

As an example of this, clearly indicated among the pedagogical principles of Basic Education is reading work. Article 6.5 of Decree 77/2023 refers to it thus:

- *In order to promote the habit of reading, time must be dedicated to activities entailing the reading of different kinds of texts when teaching all subjects.*

Similarly, within the pedagogical principles of its general provisions, article 6.6 of Decree 76/2023 establishing the Baccalaureate curriculum, states the following:

- *...shall take the steps required to ensure that, within the different subjects, activities are developed to stimulate an interest in and the habit of reading, as well as the ability to express themselves correctly in public.*

1 Within the Early Intervention Programme, line 4 envisages the language and communication development of boys and girls, providing responses to the warning signs detected. .

2 During the 2020-2021 school year, in the first cycle of Preschool Education, a procedure was launched for the early detection, identification and intervention of Specific Learning Difficulties (SLD) and Attention Deficit Hyperactivity Disorder (ADHD). Its pilot roll out involved 6 schools, 1st year of VET in the 2022-2023 school year and 2nd year of VET in the 2023-2024 school year.

3 At the end of 2nd year of Basic Education, the Reading Skills Measuring Tool 2021-2021 and 22-23 (ITT) was created. The pilot test was rolled out at 92 schools with 3,443 pupils.

4 [DECREE 75/2023](#), of 30 May, establishing the Preschool Education curriculum and its rollout in the Basque Autonomous Community.

[DECREE 77/2023](#), of 30 May, establishing the Basic Education curriculum and its rollout in the Basque Autonomous Community.

[DECREE 76/2023](#), of 30 May, establishing the Baccalaureate curriculum and its rollout in the Basque Autonomous Community.

Furthermore, LAW 17/2023, of 21 December, on Education in the Autonomous Community of the Basque Country, constitutes a historic landmark placing us before a new perspective for the coming decades.

Within Basic Education, the Law on Education places reading comprehension among the key skills. In this respect, without prejudice to the provisions of the applicable laws, Basic Education, and especially Preschool Education, aims to “provide pupils with oral comprehension and expression, reading comprehension, the skills inherent to writing and arithmetic, learning of the importance and basic knowledge of culture, development of their artistic sense, the elementary rules for getting along together, as well as development of their creativity and emotions, in the endeavour to guarantee the child’s emotional balance and help them to fully develop their personality”.

When preparing pupils to successfully overcome the challenges awaiting them in their lifetime and contributing to the objectives of their education, reading is the competence that runs through all areas of the curriculum and is considered to be an essential tool for learning all subjects. All of the above necessarily means that the Reading Strategy must be set within today’s context.

For all of these reasons, taking the Basque curriculum as a reference, we offer the education community at large the Reading Strategy for the Basque Education System 2024-2027.



**Why do we need a
Reading Strategy and
what is its purpose?**


Reading is an essential part of learning processes, since it serves to achieve knowledge, stimulates the imagination, develops reading comprehension and improves the capacity to concentrate and make critical analysis. It also helps to develop language and communication, given that it expands the vocabulary and improves grammar and spelling. Reading is also a source of entertainment and relaxation.

Learning to read implies developing an important cognitive capacity, a basic skill in the schooling period given that, among other reasons, most knowledge is conveyed in writing. All of this has an enormous influence on the pupils' academic development, a development which, in turn, has a direct effect on their personal and social development. If pupils don't read well, they will be unable to correctly grasp the meaning of a written document or, later in life, understand increasingly more complicated books and documents, making it difficult for them to

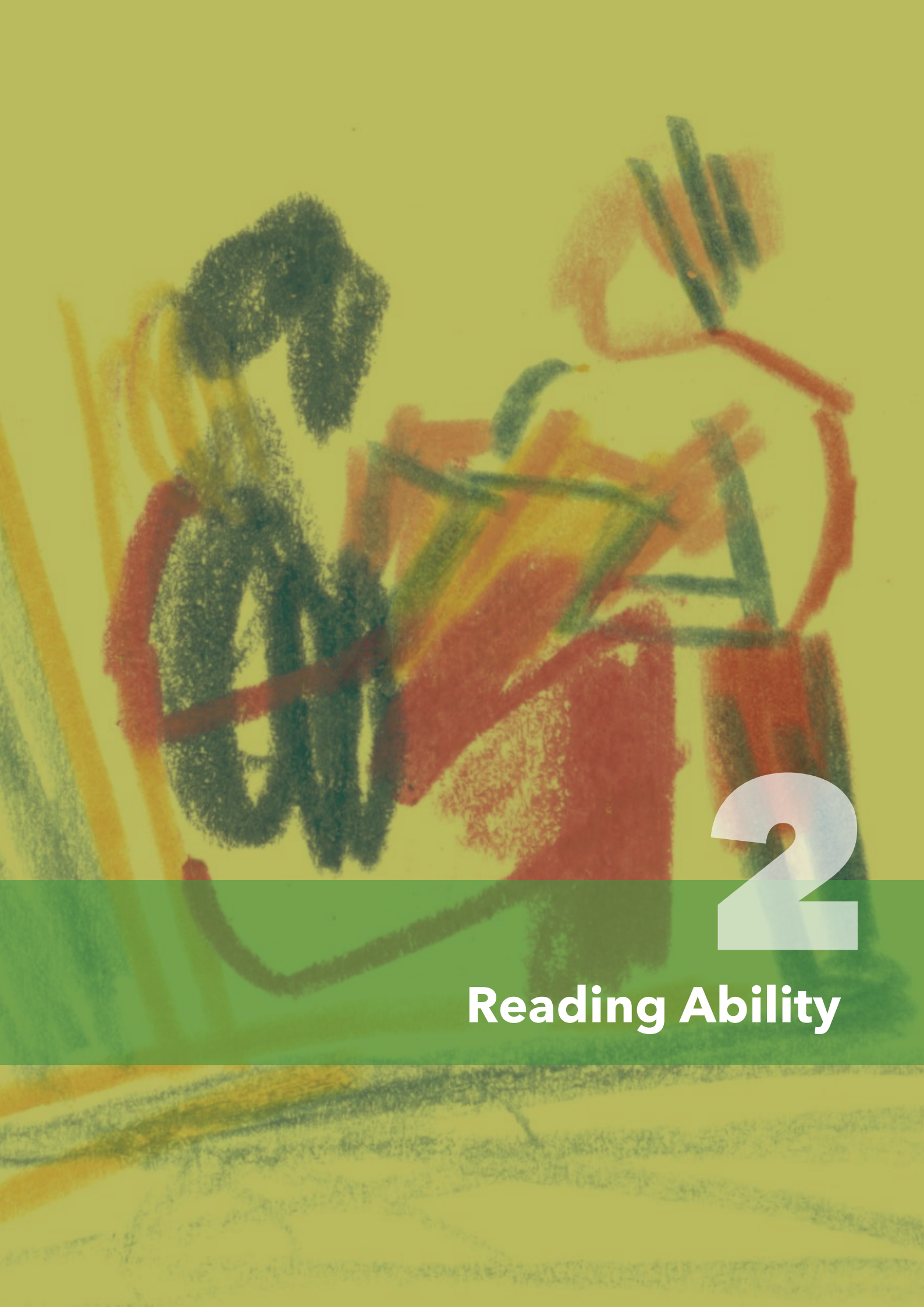
acquire knowledge in other areas, subjects or spheres. Basic Education has the objective to develop the ability to express themselves, as well as oral and written comprehension.

The Reading Strategy has the purpose of organising and articulating the way reading is taught in schools, based on a clear and specific objective: to create good readers, in the awareness that developing reading ability in pupils requires a coordinated and properly programmed activity.

The Reading Strategy must be one of the fundamental principles of a School Education Project. Schools need a well-defined programme that tackles reading from all areas of the curriculum, ensures that pupils receive basic instruction in reading and provides them with the foundations of their future development as competent readers.



**The Basque
Education System
aims to create pupils
who are competent
readers.**



2

Reading Ability

But what do we mean when we refer to reading ability?

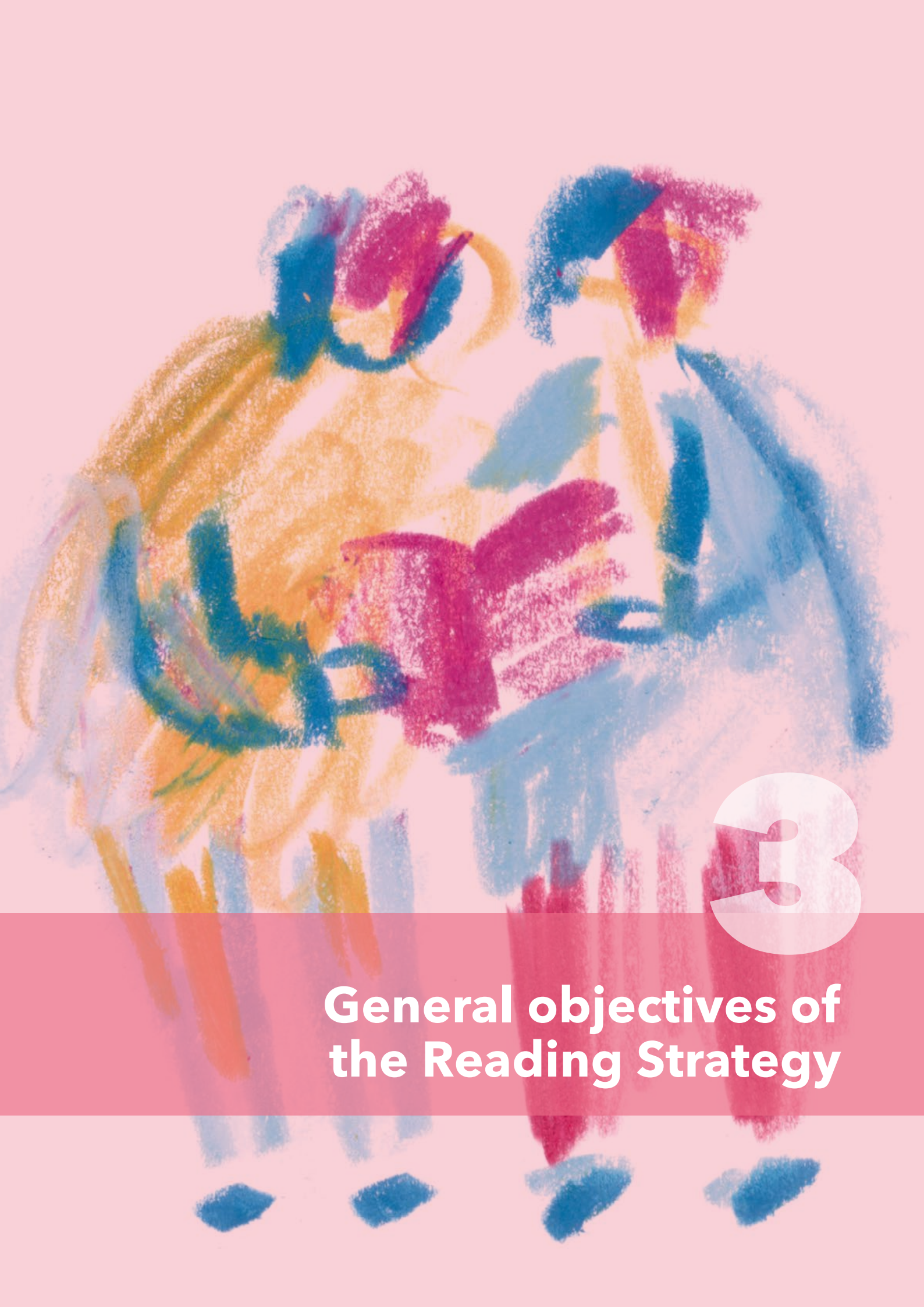
Until recently, pupils with reading ability were considered to be those with good reading comprehension. However, continuous research into the matter has shown that the definition of reading ability does not include all of the mandatory required capacities, skills and aptitudes. On the other hand, the concept of reading ability, which includes the earlier description, does just that.

Reading ability is the ability to understand, use and analyse all written texts with a view to meeting the reader's goals, developing knowledge and opportunities and participating in society.

The responsibility and function of the school is not therefore to turn out readers, but to develop the pupils' reading ability; in other words, to turn pupils into competent readers. All teachers face a common problem, independently of the area, subject or sphere in which they teach.

On the other hand, [Annex 0 —Reading ability in the framework of the curricular decrees—](#) explains the aspects determined by the curricular decrees with respect to reading ability.





3

General objectives of the Reading Strategy

The school Reading Strategy must fulfil the following objectives:

- a. Promote the development of reading ability.
- b. Arouse, increase and reinforce the pupils' interest in reading for personal enjoyment.
- c. Provide and strengthen strategies in all areas of the curriculum in order that the pupils can develop reading comprehension skills and learn to perform successfully both at school and outside it.
- d. That pupils learn a variety of strategies and techniques for reading texts (promotion and creation of literacy diversity), interpreting them and being able to identify relevant information in different formats.
- e. Turn school libraries into places where resources are provided in varying formats for learning and enjoying reading.
- f. Achieve involvement of the whole education community in encouraging the habit and love of reading.





4

Nature of the Reading Strategy

The Reading Strategy is a firm yet open document, given that it establishes the reading itinerary to be followed by pupils, but can also be changed and adjusted following assessment.

The Reading Strategy gives reading learning-teaching the central space it deserves. In other words, it explains how to approach reading at the school and the role that reading must play in the classroom activity.

The importance of the school Reading Strategy lies in reading becoming a school project in keeping with the School Education Project, duly coordinated and structured, known and observed by all of the teaching staff.

The concept of reading therefore involves the way it is dealt with: how reading is taught. This strategy must provide pupils with the ability to understand and interpret different kinds of texts and match them to the corresponding context.

Pupils must therefore be able to retrieve information, consider the purpose of the written matter, know the resources used to convey messages and deduce the meanings based on the structure and style of the text.





5

**Framework of the
Reading Strategy**

To ensure application of the principle of inclusion and equity, here schools will create their pedagogical proposals for all pupils, taking their diversity into account. They will likewise design methods that take account of the pupils' different learning paces, foster the ability to learn by themselves and encourage them to work as a team.

Inclusive education and linguistic inclusion, personalised attention, pupil participation in the school structures and coexistence, the early detection of those with specific learning difficulties and high ability learners and the setting in motion of support and flexibility mechanisms, methodological alternatives and other necessary measures must be ensured. The organisational, methodological and curricular measures taken to guarantee competent readers must be governed by the principles of the Universal Design for Learning, with a view to achieving the successful education of all people.

The school will seek to develop and progressively lay the foundations enabling every pupil to properly acquire the key skills envisaged in their exit profile at the end of their Basic Education, always taking account of their individual maturation process, as well as the performance levels expected at this stage.

In Basic Education, special attention will be paid to acquiring and developing the skills established in the pupils' exit profile on completion of said education, fostering correct oral and written expression and the use of mathematics. To encourage them to read, teaching time will be assigned in all subjects to activities involving the reading of different kinds of texts⁵.

There is no single way of teaching to read and write and, given that pupil diversity is increasing, forms of communication have also multiplied enormously in recent decades. The school's didactic and methodological proposals must therefore adapt to this reality.

A variety of methods must be used to teach reading and writing, including the use of different types of texts and digital, graphic or image formats in language teaching processes.

Schools have the freedom to design their curriculum and to choose different types of didactic options and methodologies according to their autonomy and pedagogy. One of the objectives of the education system is to develop the communication and language skills of all pupils from a multilingual and intercultural point of view, increasing use of the Basque language.

An integrated and integral approach to languages must be promoted when developing the curriculum. Taking an integrated approach to languages means that the school will have a holistic and coherent vision when teaching the languages in the curriculum.

In fact, when several languages are learned, a relationship of dependency is created between them. According to this linguistic interdependence, when learning languages, linguistic relationships and transfers occur between them and common mental processes emerge between learning their language at home, the schooling language and other languages. To take advantage of this, it is essential to coherently plan and programme the areas and subjects in Basque, Spanish and the foreign language in question.

It is important that language teachers agree to and plan the type of texts that will be worked on at each level and at all times during the year, what grammatical structure will be taught, etc., and to use a single didactic and methodological proposal.

Taking an integral approach to languages also means that the language teacher is not the only person responsible for teaching Basque and other languages. It is a well-known fact that pupils who study in a language other than the one used at home are faced with a

5 Section 5 of article 6 – Pedagogical principles of Basic Education – of Decree 77/2023.

long and complex process to learn Basque, especially when it comes to understanding the grammatical, textual and/or lexical items of the language in relation with the academic aspect. It is also the responsibility of teachers who do not teach language subjects to lend help in developing linguistic communication competence (see [Annex O](#): Reading ability in the framework of the curricular degrees).

Thus, in order to work on linguistic contents, activities must be planned in the curricula, didactic programmes and learning situations involved in the different areas and subjects. When proceeding with these activities, special effort must be made to work on the pupils' schooling language (Basque), although we can also use the other languages to find transfers between them and strengthen the pupils' linguistic scaffolding.

To work on languages in an integrated and integral fashion, methodologies will be used which draw on interaction and real-life communication situations to encourage reading, incorporating interdisciplinary learning situations and projects to the curricula. Work conducted around learning situations makes it possible to structure the lesson plan for the year based on situations that combine the knowledge and abilities providing support to the competency-based learning focus in any course, area, subject or sphere.

Assessment of all these factors will be global, continuous and educational in Preschool Education, and continuous, educational and integrated in Secondary Education. Assessment is one of the basic principles of the curriculum and must also direct the reading teaching-learning process. It is essential that the evaluation system be integrated to and make sense in the pupils' learning process and that, given its educational nature, it is present throughout the learning process and not only at the end.

We must remember that learning to read well in the early years of life is fundamental. Those who do not succeed in reading well will see their options for the future enormously reduced. Of course, learning to read is not only the individual responsibility of the pupil. Here context is tremendously important. For those of us who work in teaching, our school is a particularly important place for fostering the ability to read. Schools can achieve objects that would be impossible to meet elsewhere.

It is advisable to share the Reading Strategy with the education community at large. In fact, studies carried out in recent years stress the influence of the family on educational performance in general and on reading habits in particular. These studies have shown that family involvement in school activities and work has an influence on the success of their children's educational outcome.

Furthermore, children achieve better academic results in families who participate and take a positive approach to reading. The habit of reading has been shown to be greater in pupils whose parents are readers and encourage them to enjoy reading, given that children copy the things they see at home and go on to create their own habits.

Thus, research work carried out with adolescents shows that pupils who share a love of reading with their family members and discuss what they have read at home have a highly developed reading habit. The family provides the foundations for creating and motivating the habit of reading since, among other factors, children see their parents as a role model.

And the key to all this lies in the setting in motion of effective interventions, i.e. in the frequent use of practices that work well. This approach also makes it possible to overcome problems that would seem impossible to solve in other ways. In this line of generating competent readers, the objectives of the reading strategy are therefore structured into three main lines, as detailed in the following point.

In this context, the Vice-Ministry of Education is rolling out three projects to help schools to define and introduce their Reading Strategy.

Project 1: Procedure for the early detection, identification and intervention of Specific Learning Difficulties (SLD) (see [Annex 5](#))

Project 2: Tool for measuring Reading Skills (ITT) (see [Annex 6](#))

Project 3: e-irakurzaletasuna (see [Annex 7](#))



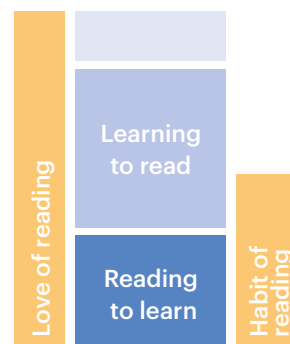


**Reading Strategy.
Lines of action**

Acquiring the knowledge, skills and strategies required to read and understand what we are reading (as well as to write, speak and listen) is a never-ending task and requires regulated and systematic intervention from a very young age. This is something we must continue to do, since this kind of learning basically remains unchanged from the first day of schooling and responds to the same objective: teaching pupils to understand and communicate effectively and coherently, and to make correct use of the language required by each situation.

In this line of generating competent readers, the objectives of the Reading Strategy are broken down into three areas:

- **AREA A: Learning to read;** pupils develop the ability to read
- **AREA B: Reading to learn,** i.e. reading as a learning tool.
- **AREA C: The habit and love of reading,** i.e. creating the habit and love of reading in the pupil. Those who like reading will read simply because they enjoy it.



Given that all three areas are tied in with one another, improving one of them means improving the others. Here we must point out that the line promoting **The habit and love of reading** is cross-cutting.

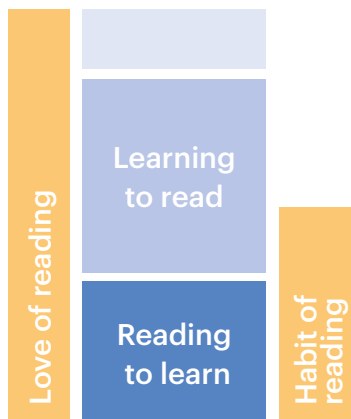
The following image shows a summary of the specific skills that pupils must work on in order to ensure that a School Strategy turns out competent readers.

These specific skills are based on the first two areas: learning to read and reading to learn. The third area, as said above, is cross-cutting.

Also defined are **7 reading steps** based on the pupils’ habitual developmental progress.

School Reading Strategy							
Stage	Year	Age	Line		Reading stages	Specific skills	
Preschool education	1	1	Love of reading	Learning to read	Text comprehension		
	2	2			1. Naming speed	Lexical awareness	
	3	3			2. Phonological awareness	Syllable awareness	
	4	4			3. Phonetics	Phonemic awareness	
	5	5			4. Fluency	Alphabet	
Primary education	1	6		Habit of reading	Reading to learn	5. Vocabulary	Punctuation marks
	2	7				6. Reading comprehension	Phonetic correction
	3	8				7. Effective reading	Intonation
	4	9					Speed
	5	10					Comprehension strategies
	6	11					Comprehension strategies
CSE	1	12			Comprehension techniques		
	2	13					
	3	14					
	4	15					

LINE A: Learning to read



Learning to read is understood as development of the ability to read, to grasp the basic functional reading skills. Reading requires, on the one hand, word recognition (decoding) and, on the other, identification of the meaning (comprehension).

From a very young age, boys and girls constantly interact with the meaning of the written texts they come across every day in their surroundings.

The school, far from breaking off this relationship with the world of written language, must develop it from the moment the child embarks upon their Preschool Education. It is therefore necessary to work from very early ages with a wide variety of texts in order to look at their functions, their form and meaning. Work also has to be carried out on the code, the rules of the grapheme-phoneme correspondence and phonological awareness.

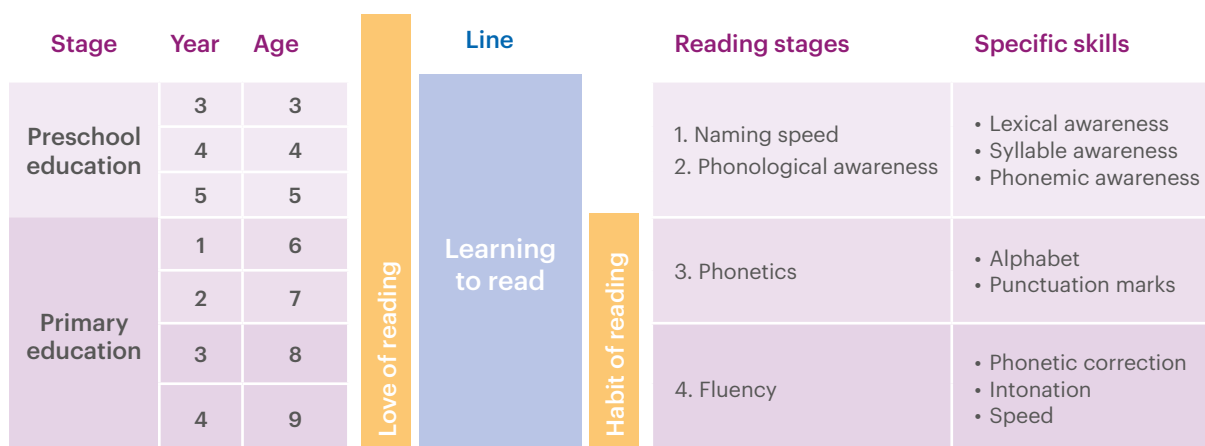
For those who teach reading it is useful to know the stages involved in the reading development of all pupils.

PHASES	CHARACTERISTICS	OBSERVATIONS
Pre-reading and writing phase 3-4 years	The child reads some words, but doesn't know the alphabet	The child does not know how to read
Partial reading and writing phase Around 5 years	They have learned the name and sound of some letters and use the knowledge to read	They have a poor grasp of reading words similar to letters
Complete reading and writing phase Around 6 years	They have learned all correspondences between letters and sounds	They read precisely
Consolidated reading and writing phase Around 7 years	They can read all of the words	They read from memory although they use phonological connectors

Learning to read is a fundamental ability for the school-age population, a basic skill in today's literate culture and in the contemporary globalised world. Reading is a complex skill involving a variety of mental processes, psychological processes (perceptive, lexical, syntactic and semantic processing) and knowledge (of the phonological, spelling, syntactic and semantic, textual and contextual type) making it possible to extract and interpret the meaning of the written information.

We live in a literate world; this means that a person must recognise the printed word from very early on. In other words, they must assimilate knowledge of the text and the relationship between the text and the form, function, format and writing.

Learning to read means making it possible to develop four early stages:



1. NAMING SPEED

(Learning to read: first stage)

Naming speed is how fast a pupil can correctly name a series of very familiar aspects: colours, numbers, everyday figures such as a tree or a dog or even letters themselves, and acquiring good knowledge of them.

2. PHONOLOGICAL AWARENESS

(Learning to read: second stage)

Phonological awareness is a metalinguistic skill enabling pupils to identify and use both syllables and the phonemes making up a word. Split into phonological units, we can distinguish between three types: lexical awareness, syllable awareness and phonemic awareness.

Lexical awareness is the ability to identify and intentionally use the words making up a sentence.

Syllable awareness is the ability to recognise and use the syllables making up a word.

Phonemic awareness is the ability to hear, identify and use phonemes (the smallest sound units combined to form words).

The first aspect worked on is lexical awareness, which consists of recognising the number of words in a sentence. Work then continues to distinguish between the syllables making up a word and, lastly, on the smallest sound units, the phonemes.

3. PHONETICS

(Learning to read: third stage)

The writing code is a system of signs. It is used to transcribe speech sounds, as a way to communicate the spoken language through letters. It is a complete and independent code, and goes further than matching phonemes with graphemes.

The Basque alphabet has 27 letters, set out in the following order: a, b, c, d, e, f, g, h, i, j, k, l, m, n, ñ, o, p, q, r, s, t, u, v, w, x, y, z. Of these, the letters c, q, v, w and y are not used to write frequently occurring words in the Basque language; however, they are included in the Basque language because they are necessary for the transcription of foreign names.

It is a group of letters (graphemes) and rules enabling written representation (spelling) of the spoken language. The Spanish language has 27 letters, set out in the following order: a, b, c, d, e, f, g, h, i, j, k, l, m, n, ñ, o, p, q, r, s, t, u, v, w, x, y, z.

In the case of English, for example, it is impossible to say that a certain letter corresponds to a specific sound, because the English language is so complex in terms of phonetics.

In opaque languages, the letter/sound relationship is variable, i.e. it is written in one way and pronounced in another, as in the case of English. Whereas in transparent languages the letters are pronounced as they are written. In Basque and in Spanish, the sound/letter relationship is stronger; however, in Spanish there are very few cases where the sound/letter correspondences are not exact. For example, the letter 'c' has two phonemes: the sound 'ca' and the sound 'ce'; the letter 'g' can sound like 'ga' or 'ge'; and the 'h' has no corresponding sound (this is also the case in the Basque language).

In written texts **punctuation marks** are used to reproduce the intonation of the oral language (pauses, nuances of voice, gestures, changes in tone, etc.) and in so doing be able to correctly interpret and understand the written message. Punctuation marks therefore enable us to express ourselves clearly and to avoid different interpretations of the text.

All languages have a series of rules that indicate the correct way to speak and write. This series of norms is called grammar and, in the written language, like in the oral language, it is necessary to know, apply and use the basic **grammar rules**.

4. READING FLUENCY

(Learning to read: fourth stage)

Reading fluency is the ability to read with the correct speed, accuracy and expression. Fluency shows a reader's command of the letters and their phonemic awareness, making it possible to understand a text. It is mastered by reading and is an essential skill for the proper understanding of texts.

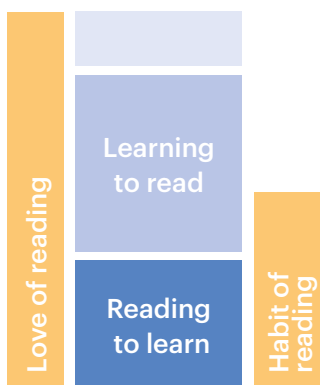
Reading accuracy is the precision achieved when reading; it means being able to accurately identify the words contained in the text.

Reading punctuation; respecting the punctuation marks makes it possible to properly grasp the meaning of the text.

Reading pace is the number of words that a pupil can read in a specific time.

Reading intonation is raising or lowering our tone; it is modulation of the voice. Intonation is essential when reading; without it we cannot give the sentences their proper meaning; without it there is no expression.

LINE B: Reading to learn



Reading comprehension must be understood as a process whereby the reader uses their knowledge, abilities, strategies and techniques to understand what they are reading.

This means developing the reading ability necessary to learn the contents of the different areas of the curriculum. This must be addressed from two complementary points of view: on the one hand, understanding academic texts requires specific knowledge and abilities without which it is impossible

to progress with learning school subjects; on the other, the work carried out within the curriculum areas provides suitable contexts for the reading to make sense while giving reading comprehension activities an objective and motivating pupils to learn.

Once we have consolidated “Learning to read”, we will move onto “reading to learn”, enriching the vocabulary and taking a closer look at reading comprehension and the following stages of effective reading:

Stage	Year	Age	Line	Reading stages	Specific skills
Primary education	5	10	Love of reading Reading to learn Habit of reading	5. Vocabulary 6. Reading comprehension	Comprehension strategies
	6	11			
CSE	1	12		7. Effective reading	Comprehension strategies Comprehension techniques
	2	13			
	3	14			
	4	15			

5. VOCABULARY

(Reading to learn: fifth stage)

How does reading enrich our vocabulary?

There is direct correlation between good oral skills and reading. Reading books can help us to acquire linguistic skills by increasing our vocabulary. The more a person reads, the more knowledge they will acquire from reading.

6. READING COMPREHENSION

(Reading to learn: sixth stage)

Reading comprehension is a complex process whereby the reader learns to decodify and recognise words, trying to understand the text as a whole by drawing on previously acquired knowledge.

It requires the combination of a lexical (recognition), syntactic (connection between words) and semantic (meaning extraction) process enabling them to assimilate the knowledge conveyed in the text.

Comprehension strategies are training processes for better understanding of the concepts described in a text. Although it may sound like a complicated procedure, these are processes that are very easy to assimilate which make it possible to correct mistakes in the understanding of contents.

The combination of comprehension strategies and comprehension techniques, which are detailed in point 7, added to the capacity of the individual to assimilate texts, will rapidly and significantly improve the pupil's ability to understand. Below we explain a number of comprehension strategies:

- **Make predictions.**

Before starting to read, the pupil anticipates what will happen in the text based on their knowledge of similar subjects. This will increase their motivation as they will want to confirm their predictions and will therefore read the text carefully.

- **Read aloud.**

Reading out loud gives the pupil better command of the aspects of the content that are more difficult to assimilate. The pupil will therefore improve not only their comprehension, but also their speed when understanding a text.

- **The dictionary as a travelling companion.**

It is hard to understand the full meaning of a text if we don't know the meaning of each specific term. One of the best strategies for understanding what we are reading is to find the definition of the term we don't know in order to understand what it means and its role within the text.

As well as improving reading comprehension, doing this helps to increase vocabulary and knowledge.

- **Go back and read again.**

Normally when we read a text for the first time we get a general idea; however, going back and reading it again is one of the best options for taking a closer look given that, when we know what the text is about, the details initially left to one side become much more obvious after the second reading.

Rereading a confusing part of the text is a good correction strategy when the reader realises that they have misunderstood. This should be done when the lack of comprehension is due to distraction or to jumping from line to line.

- **Ask questions.**

To identify and understand the overall context of a text, it is a good idea to constantly ask basic questions: what, when, where, how, why or for what.

- **Shorten the text to its minimum expression.**

Making increasingly shorter summaries is one of the most effective strategies. Many authors affirm that summarising a text into three sentences means that the reader has grasped the meaning of the content and has understood it accurately.

- **Read and underline.**

The habit of reading must be rooted in the pupil's learning methodology if it is to be effective. To improve their reading ability they must read and correctly underline the fundamental aspects of the text, so that they can make a better analysis of the contexts.

Each text should be read at a pace enabling assimilation of the contents, reducing the speed when necessary for better grasp of the concepts.

- **Paraphrase or express in the pupil's own words.**

The reading comprehension strategy is ideal when a concept in a text is not very clear. Here the pupil should be asked to repeat what they have read, but using their own words.

7. EFFECTIVE READING

(Reading to learn: seventh stage)

What is an effective reader?

An effective reader is a person who reads quickly, who understands what they are reading and adapts the pace and comprehension of their reading to the type of text in question so that they can remember what they have read.

For specific improvement of reading comprehension and achieving effective reading, we propose a series of techniques:

- **Skimming technique.**

This essentially consists of reading fragments at the beginning, middle and end of the text before starting the reading proper in order to get an initial overall idea of its contents.

Underlining technique.

The pupils read the paragraph and underline the main idea. They only underline the keywords, not whole sentences. They can use two colours, one to highlight the most important parts. There are two types of

underlining: horizontal underlining (lines beneath the ideas) and underlining with graphic indications (circles, squares, vertical underlining, crossing out, asterisks, inverted commas...). Notes can also be made in the margin in the shape of keywords.

- **Journalist technique.**

This consists of completing a table divided into three columns explaining the situation in the text they have read: what's happening, who's doing it, and in what conditions (when?, how?, why?). Each column will lend meaning to the text when the information is known separately.

- **"Heading paragraphs" technique.**

Pupils take the meaning of each paragraph and give it an explanatory title. The resulting headings will help to understand the text as a whole. Thus, simply by looking they can see what is happening in the text and know its main concepts.

- **Pilot light technique.**

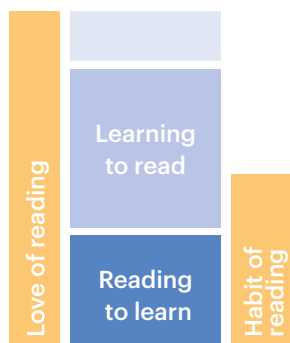
This consists of being aware of the thread tying the reading together in all fragments of the text. At the end of each sentence the pupil writes (+) or (?) to indicate whether they fully or partially understand the text. If they don't understand it, they write (-).

Lastly, they reread the parts they haven't understood to discover their meaning.

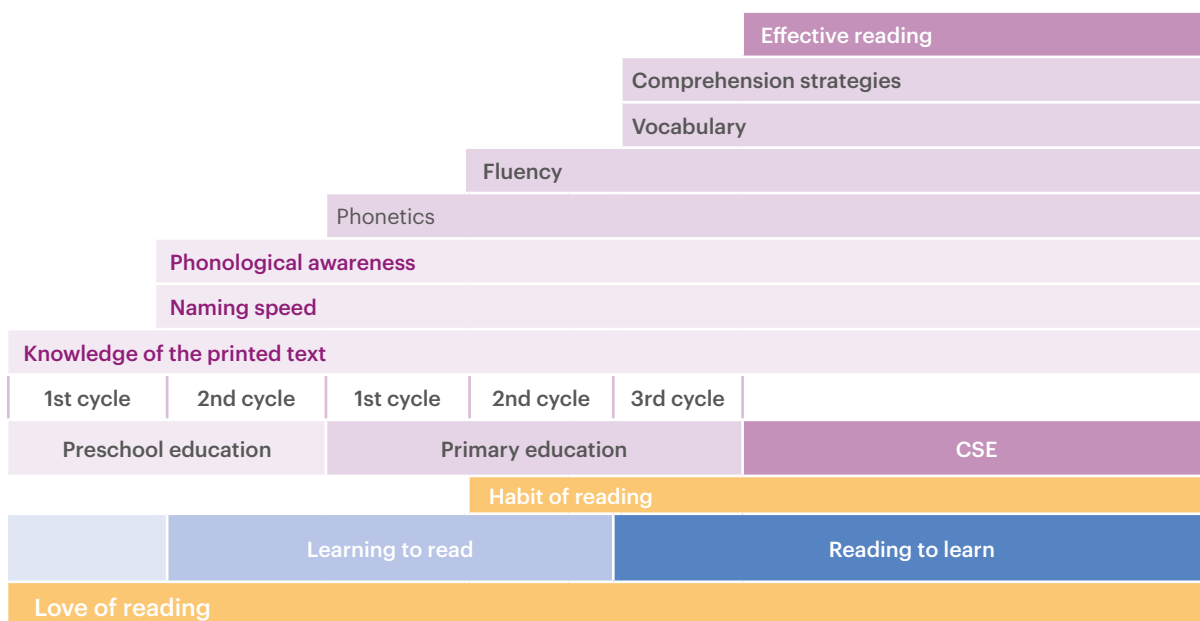
- **Mind map technique.**

This is one of the best techniques for helping pupils to understand what they have read. It is used to discover the interrelation between the different parts of the text. Mind maps are graphic representations with branches that set out and associate the information taken from a text in relation to the main concept.

LINE C: The habit and love of reading



We have already said that line 3 is cross-cutting. In this section we will explain each concept. As can be seen in the image, the love of reading encompasses all of the pupils' stages. In any case, for a pupil to acquire a reading habit, they must previously have worked on a series of basic skills.



The term habit of reading is used to describe the habit of reading periodically. Reading to learn does not in itself create a reading habit. The habit of reading, however, enables us to read to learn. In this respect, creating the habit of reading will be a fundamental aspect of the pupil's education. If the brain becomes accustomed to reading every day, it will gain speed and improve on all of the reading strategies and techniques mentioned above, meaning less time spent reading and increased understanding of the text.

Pupils will mainly become readers when they read due to intrinsic motivation or for simple pleasure. At the end of the day, intrinsically motivated pupils-readers read in their free time because they like reading. They also read at school, to learn. And as the result of this additional reading process, which is the sum of recreational reading and reading to learn, they will achieve a better academic outcome.

To achieve this, we must clearly accept that while the habit of reading does not guarantee the love of reading, it will be key in proposing the habit of reading as an objective shared by the school with the pupil's family and their environment. Numerous studies have shown that the love of reading improves both reading ability and academic outcome.

In addition, reading is part of a new digital environment, a factor which has prompted changes in education, in leisure activities, etc. This new scenario has created threats and opportunities. Among the threats are

the new leisure alternatives and greater difficulties when it comes to concentrated, continued reading, while the opportunities include the resources offered by the new digital technologies with a view to socialising reading.



However, recreational reading is being increasingly perceived as a strategic educational element. Below we give the principles for encouraging a love of reading in pupils, for their use at school, at home or in the library:

1. **Lead by example.** Adults are a reading model for children. We read in front of them, and we enjoy reading.
2. **Listen.** The road to continued learning lies in the questions asked by children. Listen to their doubts.
3. **Read together.** The pleasure of reading is greater when we read together. Read and tell stories together.
4. **Propose, not impose.** It is better to suggest than to impose. Reading should not be an obligation.
5. **Accompany.** Family support is necessary at all ages. Don't abandon them once they seem to have learned to read.
6. **Be constant.** Take time to read every day. Find a peaceful moment to create a suitable atmosphere for reading.
7. **Respect.** Readers have the right to choose. Find out what type of books they like and how their preferences evolve over time.
8. **Ask for advice.** The school, libraries, bookshops and their specialists will be excellent allies. Visit them.
9. **Encourage, motivate.** Any situation can provide a reason to turn to books. Always leave attractive books within reach of children.
10. **Be organised.** Lack of order is generally no friend of reading. Help them to organise their time, their reading library and all other moments and places.

**The Basque
Education System
wants to build a
reading country.**



7

**Different types and
modes of reading**

Types of reading

We propose different types of reading for working on specific reading skills. These help to develop language and to improve oral and written expression. They enable us to formulate our own thoughts and stimulate the ability to think.

The following image lists 20 different types of reading, classified into year and cycle. A detailed description of each one can be found in [Annex 1](#).

TYPE OF READING																
0	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	
Preschool education						Primary education						CSE				
1. Pictorial reading																
2. Reading aloud																
3. Mechanical reading																
4. Literal reading																
5. Music reading																
6. Sequential reading																
7. Silent reading																
8. Involuntary or unconscious reading																
9. Informative reading																
10. Inferential reading																
11. Recreational reading																
12. Speed reading																
13. Intensive reading																
14. Selective reading																
15. Comprehensive reading																
16. Critical reading																
17. Public reading																
18. Reflexive reading																
19. Scientific reading																
20. Braille reading																

Modes of reading

The above list shows the main types of reading. Below is a description of the modes to be programmed and used frequently in Compulsory Education:

<p>A. Phonetical reading</p>	<ul style="list-style-type: none"> • The objective of phonetical reading is not to understand a text, but to analyse pronunciation of the words to detect and improve errors in the production of speech sounds. The purpose of phonetical reading is to assess and correct the pronunciation of words and phonetic errors. • To do this correctly, readers must read out loud so that the teacher or tutor can help to improve their pronunciation.
<p>B. Modelled reading⁶</p>	<ul style="list-style-type: none"> • In modelled reading, the teacher reads a series of texts out loud so that the pupils can learn the pace and adjustments of the reading process. A distinction must be made between pupils who are learning to read, reading beginners and good readers. • In other words, in this mode of reading teachers show the pupils how to read a text.
<p>C. Guided reading</p>	<ul style="list-style-type: none"> • Like in the previous mode of reading, the teacher asks pupils questions while they are reading to encourage and motivate them to interpret and anticipate the text. • Guided reading is especially used when the pupils have difficulty understanding a text or when it is complicated.
<p>D. Commented reading</p>	<ul style="list-style-type: none"> • Commented reading is a mode of reading which sometimes takes support from guided reading. In this case, after reading (individually or as a group), the group discusses the subject. • This mode of reading is also commonly found in reading clubs, where a group of people read a same text and then meet to talk about it.
<p>E. Independent reading</p>	<ul style="list-style-type: none"> • Once pupils can read with a degree of fluency, the teacher can set them the task of reading a text or book on their own. • This mode of reading, despite being silent, can also include reading out loud.

6 For details of this mode, with a suggested example of its use: see [Annex 2](#).

<p>F. Reading in pairs</p>	<ul style="list-style-type: none"> • When reading in pairs, one pupil (known as a reading buddy) helps another to read. • Usually this process is most effective when the reading buddy is older than the tutored pupil (a difference of two years is ideal).
<p>G. Cooperative reading</p>	<ul style="list-style-type: none"> • Cooperative reading is very similar to reading in pairs. In this case, however, the group can be made up of more pupils. • Sometimes the teacher can use this mode when a text is read by the whole class, where pupils take turns to read.
<p>H. Shared reading</p>	<ul style="list-style-type: none"> • In shared reading, the teacher reads aloud while the pupils follow the text with their eyes. • The reading can also be done by a pupil or group of pupils, sharing similarities with other modes of reading.
<p>I. Reading in parts</p>	<ul style="list-style-type: none"> • Another reading mode is reading in parts, where a group of pupils read parts of a text. • This reading mode is generally used when the text is very long; for example, if the aim is to read a complete book out loud in class.





Assessment milestones in the pupils' reading itinerary

The time has come to measure the extent to which our goals have been met.

How are we doing? What have we achieved?

Making an assessment means reflecting on our time and place on the road to achieving competent readers. We must start by defining how the objectives will be measured, to do which we must identify indicators related with the expected results (what type of data the measurement will allow us) and with the verification sources (where is the data going to come from).

The assessment also allows us to see if the strategy used is effective. To identify strengths and weaknesses. To do this we must establish indicators that measure the adaptation between objectives, actions, resources, deadlines, outcomes, etc.

Undoubtedly, educational assessment also serves to systematise all of the work done. It is a regulatory manner of evaluating the process to detect the difficulties experienced and progress made by pupils which then enables us to adapt the didactic process to their needs.

In addition, correctly identifying and monitoring the warning signs make it possible, with a reliable margin of security, to establish the necessary and adequate measures in each case.

The early detection of warning signs is essential for effective intervention. When any of these signs are seen to exist and remain in place over time, the possibility of a specific intervention must be given serious consideration.

MAIN INTERVENTION STRATEGIES ACCORDING TO AGE															
Prevention								re-education		AAC re-education ⁷		Adjustments in access to the curriculum			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Optional Preschool							Compulsory					CSE			
Education							Primary school (Basic education)								

7 Adjustments in Access to the Curriculum.



How to approach the school Reading Strategy?

To develop pupils' reading ability it is essential that teachers at the school work in a coordinated and programmed manner. The School Reading Strategy therefore has the mission to organise and articulate the way a school approaches reading based on clear and precise objectives.

The Reading Strategy will be included in the School Education Project. The School's Yearly Plan will indicate the actions and activities defined in the Reading Strategy, and the methodological and assessment decisions will be coherently integrated to the syllabuses of all areas, subjects and spheres.

Each school will design its own line of work, according to its reality, and will periodically adapt said line of work depending on the outcomes of the continuous assessment. In any case, the School Reading Strategy will have the following principal characteristics:

- **Flexibility and adaptability:** the strategy will depend on the needs and possibilities of each school, and will adapt to their reality and context.

- **Gradual process:** The Reading Strategy will take account of all educational cycles (Preschool, Primary, Compulsory Secondary Education), understanding that developing reading ability is a process and taking account of the pupils' exit profile.
- **Diversity:** The Reading Strategy will respond to all realities of the school. Among others, to those of pupils with general learning barriers, specific learning difficulties or high ability learners, to sociolinguistic differences, etc.
- **Co-responsibility:** the Reading Strategy must involve all agents in the education community (teachers, pupils, families, etc.). Reading ability must not be limited to the classroom, and much less to a single area or subject. Each school will design its own path to updating its Reading Strategy. That said, the Ministry of Education will provide documents and tools that will help to revise and reformulate the Reading Strategy.

In any case, the School Reading Strategy will develop the following areas:



INTRODUCTION	The name and type of school will be indicated. Its situation and context. Mention will also be made of the purpose of the School Reading Strategy.
DIAGNOSIS	<p>In this section the following questions must be answered: What is the reading situation? What must be kept? What must be changed? What resources are available for making these changes?</p> <p>The material or documents used to make the diagnosis will be the curricular decrees, the School Reading Plan⁸ in place to date, the internal assessments of each cycle and/or year, the outcomes of the tool for measuring reading skills, external assessments, diagnostic assessment, etc.</p>
OBJECTIVES⁹	<p>In this case the following questions must be answered: what must we achieve? On what must we place emphasis?</p> <p>The general and specific objectives will be established based on the diagnosis; i.e. a single general objective can have numerous associated specific objectives. The objectives must be real and quantifiable, and they must be clearly and precisely indicated.</p> <p>Depending on the education cycle, the objectives will refer to the corresponding areas of action. Thus, in Preschool Education, these will be “Learning to read” and “Love of reading”; in Primary Education, the areas of action “Learning to read”, “Reading to learn” and “The habit and love of reading”; and in Compulsory Education, the areas of action “Reading to learn” and “The habit and love of reading”.</p>
ACTIVITIES¹⁰	<p>In this section the following questions must be answered: what are we going to do to succeed? How are we going to do it? When are we going to do it? Who will be responsible?</p> <p>The Reading Strategy will describe and schedule the actions making it possible to achieve the objectives established in the previous section.</p> <p>In each action the person in charge will be specified, the time needed to complete it, the human resources and materials required, the space and time to be used and the procedure for its monitoring and assessment.</p>
IMPLEMENTATION	<p>In this case the following question must be answered: when will it be set in motion?</p> <p>It is now time to set the previously programmed aspects in motion. It is probable that not everything can be set in motion at the same time. In this case, an implementation timeframe will be filled out stipulating when and why it will be set in motion.</p> <p>In the implementation process it is always important to bear in mind the objectives and activities, to obey the strategy established and to be flexible in making the necessary adjustments as we proceed.</p>
ASSESSMENT	<p>In this section an answer must be given to the following questions: where are we? What has been achieved?</p> <p>The assessment will include aspects such as the degree of implementation, the degree of fulfilment of the activities, the degree of achievement of the objectives and the degree of improvement in the pupils’ outcomes.</p>

8 As a support tool for its development: [see Annex 4.](#)

9 As a support tool for its development: [see Annex 3.](#)

10 As a support tool for its development: [see Annex 3.](#)



10

**Keys for putting the
Reading Strategy in its place
and context at the school**

By way of an example, the keys to be taken into account when promoting the Reading Strategy at the school are as follows:

10.1. The pupil as an objective

The pupil is the true protagonist. Basically, the objectives will be to teach them to read well, to turn reading into a learning tool, to encourage their love of reading from an early age, to work on the habit of reading from the moment they gain command of the code and that they achieve progressive autonomy.

The pupil is the main recipient of all of the services offered by the Education System. Everything that is done inside and outside the classroom is focused on the pupils' integral development, meaning that it must have its reflection in all pedagogical processes involved in teaching and using languages. Placing the pupil at the centre and working for their benefit.

Personalised intervention must be an option. The main objective of this intervention will be to enable learning of the whole class, guaranteeing inclusion and ensuring the development by pupils of the basic competences of their education cycle.

Given that the pupils are the objective, and to foster their love of reading, the Ministry of Education, with the Ministry of Culture, is working to develop the e-irakurzaletasuna platform¹¹ for all pupils in the Basque education system. This is a virtual space for leisure related to reading, with a double objective: on the one hand, to overcome economic inequality, enabling access to a digital library by all pupils and, on the other, to foster the love of reading in pupils through recreational elements.

Each school will also encourage the protagonism and involvement of pupils in the reading process.

10.2. Pedagogical leadership-governance

We know that educational reforms coming from outside our school do not deliver the desired improvements given that, at the end of the day, it depends on how these reforms are established by each school and by their teachers. Furthermore, a single and homogenous proposal for change is in itself insufficient in today's complicated cultural and diverse contexts.

The idea is, therefore, for each school to have its own educational governance, where the autonomy to manage and develop their curriculum holds a central place.

The management of 21st century schools demands competences and new styles of leadership that go beyond the functions listed in current regulations, given that the role of the management teams plays a fundamental part in achieving quality education.

The management must promote the Reading Strategy, adapting it to their reality.

The school is responsible for reading and the way its quality teaching is achieved, meaning that it is considered necessary to work according to a joint project led by the management team. Here we must highlight the importance of the pedagogical leadership of the school management, a leadership capable of encouraging the whole team to work together. This is a strategy that can be led by the head of studies. The Management will decide the person or persons who will be responsible. These people can create a committee or sub-committee under the leadership of the pedagogical committee.

11 More information: see Annex 7

Times and spaces of internal coordination

The Reading Strategy, like other areas, requires planned and coordinated work to be used at different times and by different agents. Here we highlight three fundamental moments:

In the first place, the school management team will analyse the Reading Plan in force¹², while the Pedagogical Committee will analyse the results of the internal reading assessments. The staff, through meetings by cycle or department, will make observations and contributions to the School Reading Strategy to be developed.

In the second place, is implementation of the Reading Strategy. Implementation is envisaged in the classroom, in the school library, in the family environment, in the municipal library, online... The implementation corresponds to teachers and families, while monitoring and assessment of the implementation will be carried out by the team responsible for it.

Finally, an assessment will be made of the outcomes in the short, medium and long terms.

Coordination and complementation of the Reading Strategy between schools with the same itinerary

Each school must focus on its own reality and that will be reflected in their strategy. The strategy of each school must include and take account of this reality and coordinate the planning as precisely as possible with the schools following the same itinerary.

10.3. Pedagogical intervention

The intervention will proceed as indicated in the school Reading Strategy, based on studies and scientific evidence. The Berritzegune Nagusia will lead the offer of training and advice on the pedagogical intervention.

10.4. Teacher training

The teachers will be key, above all when it comes to training as agents for planning and implementing the strategy established. In this area as broad as it is complex, we must distinguish between:

- Training of managerial teams and those responsible for school innovation. This training will be based on the Reading Strategy for the Basque Education System 2024-2027 and will be carried out by Berritzegune Nagusia.
- Staff training will be conducted according to the particular and specific needs of each school, and will be focused on the school Reading Strategy.
- It is advisable to take account of and design training for teachers who have recently arrived at the schools at the start of each year.

10.5. Families

Reading and learning to read is one of the priorities and responsibilities of the school and families. It will therefore be effective to foster the collaboration between families and teaching staff, given that they can mutually help one another in developing reading in the child's natural, social and cultural environment.

¹²Tool for fast and effective analysis of the Reading Plan currently in place: see Annex 4

The family also has more direct influence on the motivation to read, particularly in the early days of learning to read. We must therefore study reading contexts (above all in the family, given their early, constant and permanent impact), analysing the factors that enable or complicate reading.

The Reading Strategy will take great care over this area, enabling collaboration between the school and the family. To foster the participation of the families and use the resources offered by the local institutions, the following activities can be carried out:

- The families can be asked to collaborate in developing their children's reading ability.
- In collaboration with the school library, lists can be drawn up of books and materials suitable for working on the areas and which can be read by family members at home.
- At tutorial meetings, guidance can be given on reading ability, complementing it with specific proposals and activities.
- Collaboration can be fostered with the Association of Fathers and Mothers of Pupils (AMPA) in designing specific training, in managing the school library and in staffing and fitting out reading spaces, among others.
- A space can be created in the school website or class blog in which families can participate. There they can share complementary materials related to the areas with other fathers and mothers.
- The most suitable acts or actions can be chosen for fostering knowledge of the local offer and develop reading ability, as well as fostering participation of the pupil and suggesting it to the families.
- Families can be sent information on local activities so that they can go to and enjoy them with their children (municipal libraries, exhibitions, events...).
- Institutions (municipal library, town hall) can be asked to participate in the regular school initiatives.

10.6. Resources

10.6.1 Classroom library

Its proximity makes the classroom library an ideal literary space. The classroom library must be turned into a place for happy, meaningful and desirable reading.

Ideally, the classroom library should be available from Preschool Education to Primary 4.

10.6.2 School library

• Physical library

The library must have a variety of materials, offer time and space for reading and organise activities to create the habit of reading and, above all, to foster the love of reading.

The library can either have one single physical space or several, distributed into different areas. It can also have suitable spaces for reading in silence, for meetings with writers, for finding information, working, holding literary talks... It must be designed as a pleasant and attractive place.

Ideally the doors of the library should be kept open, even during breaks and at the end of the school day.



- **Digital library**

The digital era has brought an enormous transformation in the way we read which goes further than a simple change of format. From the positive point of view, we must highlight that reading has become a more social activity with the use of social networks. Thanks to these networks, it has become easier to exchange our reading experience, from the moment of obtaining information and choosing a book until reading and finally assessing it.

The Ministry of Education will launch a service to encourage structured and continuous reading and foster recreational reading at school in Basque, Spanish and English, providing pupils with a digital platform¹³.

Thus, to complement the physical classroom space, a virtual space will be created focused on pupils in the Basque Autonomous Community. More than simply recreational reading, this will be a meeting space that enables access to information and exchange of the reading experience. Virtual communities of readers can also be created who convey the idea of reading simply for pleasure.

When approaching gamification as a learning strategy, it is important that the values to be fostered through playing and the elements used in the recreational didactic proposal are in line with one another. The proposal of gamifying reading in the classroom aims to foster values such as autonomy, enjoyment, tolerance and the acceptance of diversity, among others.

10.6.3 Municipal libraries

Libraries have material available for loan and organise numerous activities; they also have professionals who provide help where needed.

Public libraries can also help to improve the way the school library functions, by offering technical advice for example. Here we must also mention the possibility of borrowing or lending books... In addition, public libraries tend to become the “engine” that drives the school library, and that revitalisation bounces back to the public library, given that pupils see it as part of their everyday lives.

Early relations with books prompt curiosity and a love of reading. This makes the role of municipal libraries very important for families. On the one hand, the municipal library will be an important link in enabling families to actively participate. On the other, municipal libraries have a wide range of options for every age group, and are designed to meet reading, education and leisure needs in their numerous services and spaces.

10.6.4 Resources for fostering interculturality (languages and cultures of foreign pupils)

Newly arrived pupils need special attention. Giving a welcome and linguistic assistance to foreign pupils joining the Basque Education System at a late stage requires integral training, research and development programmes that enable their inclusion, personal, emotional and social development and academic success.

These programmes¹⁴ must take account of these pupils’ linguistic and cultural references, be part of the school activity and give both themselves and their families a solid grasp of reading and writing. An explanation will be given to families regarding the importance of transmitting their family language to their children given that, on the other hand, it is a great help with respect to the scaffolding for learning other languages at school and, on the other, together with the family language, it serves to transmit the culture and identity of their country of origin.

13 More information: see [Annex 7](#)

14 EUSLE Programme. It is a language immersion programme whose objective is to facilitate the process of acquiring the school’s vehicular language, Basque, for students who have recently arrived in our educational system at the levels of 4th, 5th and 6th of Primary Education and 1st and 2nd year of Secondary Education.

10.6.5 External relations with the community

Participation of the community means increased interactivity and transformation of the environment in which the pupil learns to read and write, thereby accelerating the learning process of all pupils based on different paces, levels, social, cultural and lexical environments and, at the end of the day, improving the reading experiences of all pupils.

It is considered essential to strengthen synergies between the education community and the local authorities. For example, networks of voluntary readers can be created by participating in a programme together with the pupils and the school. The community itself is part of education, meaning that participation by the local network in the project will be key.

10.6.6 Communication and socialisation

The Reading Strategy will develop a communication structure for dissemination of the actions carried out and of the knowledge existing in the educational world. Although specifically intended for education teachers, it will also have a social function.

The Strategy will therefore be extended to all members of the school education committee through the regular channels: pupils, fathers and mothers, tutors, teachers, newly arrived teachers, the School Board, other professionals providing educational care who participate in the teaching process at the school, administrative staff and services and municipal representatives.





11

Glossary

ALPHABET. The alphabet is a set of letters in a written language. They are arranged into words that enable us to express ourselves through writing and phonetics and even by means of signs.

DECODING. The ability to translate written words into the sounds of oral language.

EFFECTIVE READING. Here intellectual working techniques are used to especially promote and develop abilities that have a more direct influence on reading: attention, comprehension, intuition, speed, visual skill, memory, anticipation, etc.
LOVE OF READING. This occurs when someone reads due to intrinsic motivation or simple pleasure; when, at the end of the day, they like reading. The combination of recreational learning and learning to read also translates into better academic outcomes.

GRAPHEME. These are the written symbols used in writing. They are the smallest and non-divisible units in a system of writing a language; in the case of Basque and Spanish, they coincide with the letters of the alphabet.

HABIT OF READING. This is the custom of reading periodically. Learning to read or reading to learn do not in themselves generate the habit of reading. However, the habit of reading improves the ability to learn from a text and enables reading to learn.

INTONATION. This is variation in the tone of voice used to pronounce a text. Intonation is an essential part of reading; without it, it is impossible to give sentences their correct meaning; without it there is no expression.

LEARNING TO READ. This consists of developing the ability to read and of acquiring basic functional skills for reading.

LOVE OF READING. This occurs when someone reads due to intrinsic motivation or simple pleasure; when, at the end of the day, they like reading. The combination of recreational learning and learning to read also translates into better academic outcomes.

NAMING SPEED. Naming speed is how fast a pupil can correctly name a series of very familiar aspects: colours, numbers, everyday things such as a tree or dog or even just letters, demonstrating the extent of their grasp of them.

PHONEME. This is the smallest phonological sound of an oral language; it cannot be divided into smaller units and serves to distinguish the words and sounds of a language from one another.

PHONETIC. This is a system of signs that serve to transcribe the oral code; it is used to communicate oral language through letters.

PHONOLOGICAL AWARENESS. This is a metalinguistic skill enabling us to hear, distinguish between and use both the words in a sentence and the syllables and phonemes that make up the words. There are three types of phonological units: lexical awareness, syllable awareness and phonemic awareness.

PUNCTUATION MARKS. These are symbols or signs used to structure a text; they allow the reader to identify the kind of intonation and pauses required to understand it.

READING ABILITY. This is the ability to use reading skills for any purposes arising in our lifetime.

READING COMPREHENSION. This is the ability to understand what we read, referring both to the meaning of the words in a text and to its overall understanding.

READING FLUENCY. This is the ability to lend expression to words, pseudowords and texts when reading, without making mistakes and at an appropriate pace and rhythm.

READING SKILLS. These are abilities that enable the pupil to decipher a written text, understand it and think about on its contents.

READING SPEED. Reading speed refers to the number of words that a person can read per minute while reading naturally in order to understand the content of a text. It changes depending on whether they are reading aloud or in silence.

READING TO LEARN. Reading is a learning skill that requires specific knowledge, abilities and strategies.

SCHOOL READING STRATEGY. This is a simple and effective document including all decisions made by teachers and the education community in general on the subject of reading; it follows the School Reading Project and will be stipulated in the Yearly School Plan.



12

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Annexes

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◀ Annex 0: Reading ability in the framework of curricular decrees.

DECREE 77/2023, of 30 May, establishing the Basic Education curriculum and its roll out in the Basque Autonomous Community stipulates the following:

To develop reading ability emphasis must be placed on motivation, commitment, reading practices and knowledge as well as use of the strategies that must have been deployed before, during and after reading to ensure that pupils become competent, autonomous and critical readers of all kinds of texts, are able to evaluate their quality and reliability and use them to find the answer to various reading purposes in all areas of their lives.

On the other hand, the **exit profile** stipulates the **key skills** that pupils must have acquired and developed on completion of their primary, compulsory secondary and baccalaureate studies. Pupils can continue to develop these skills by means of lifelong learning and can use them to proceed with their adult life.

Among these key skills, **reading ability** falls within the **key competence in Linguistic Communication (CCL)**.

Competence in linguistic communication means being able to **proceed coherently and adequately when speaking, writing or signing in various fields and contexts and for a variety of communicative purposes**. It means being able to consciously use knowledge, skills and attitudes that enable them to understand, interpret and critically assess oral, signed, written, audiovisual and multimodal messages, avoiding the risks of manipulation and misinformation, and to effectively communicate with other people in a cooperative, creative, ethical and respectful manner.

Competence in language communication provides the **basis** for individual thinking and **forging command** of all fields of knowledge. Its development is therefore linked to explicit reflection on how language functions in the specific discourse genres of each field of knowledge, as well as using orality, signing or writing to think and learn. Lastly, it makes it possible to appreciate the aesthetic aspect of language and enjoy literary culture.

Regarding the applied dimension of key competences, the curricular decrees define a series of operational descriptors for each one.

The operational descriptors of the key competences provide the reference framework for detailing the specific competences of the different subjects. This connection between operational descriptors and specific competences means that assessment of the latter can be deduced from the degree of acquisition of the key competences defined in the exit profile and, therefore, attainment of the competences and objectives anticipated for the stage.

Given that the key competences are necessarily acquired in a sequential and progressive manner, they include not only the operational descriptors corresponding to the exit profile (coinciding with the completion of Compulsory Secondary Education), but also the operational descriptors providing guidelines on the extent of accomplishment expected in the Primary Education configuration, thereby enabling and determining continuity, coherence and cohesion between the two stages of compulsory education. Also defined are the operational descriptors of the key competences of Baccalaureate studies, thereby ensuring continuity, coherence and cohesion between the CSE and Baccalaureate stages.

Within **COMPETENCE IN LINGUISTIC COMMUNICATION (CCL)**, the following three operational descriptors directly contribute to reading ability.

Primary education	CSE	Baccalaureate
<p>CCL2. Understands, interprets and assesses simple oral, written and multimodal or signed texts in the personal, social and educational fields, both in Basque and Spanish, with occasional accompaniment, permitting them to actively participate in everyday contexts and to build understanding.</p>	<p>CCL2. Understands, interprets and critically assesses oral, written and multimodal or signed texts in the personal, social, educational and professional fields, both in Basque and Spanish, permitting them to actively participate in everyday contexts and to build understanding.</p>	<p>CCL2. Understands, interprets and critically assesses oral, written and multimodal or signed texts in a number of fields, both in Basque and Spanish, with special emphasis on academic texts and the media, permitting them to participate in an active and informed manner in everyday contexts and to build understanding.</p>
<p>CCL3. Locates, selects and compares simple information in Basque and Spanish, taken from two or more sources, assessing its reliability and usefulness according to their reading objectives, and assimilates and turns it into knowledge for the purposes of its communication, taking a creative and personal approach and respecting intellectual property.</p>	<p>CCL3. Locates, selects and increasingly more autonomously compares information, in Basque and Spanish, taken from different sources, assessing its reliability and usefulness according to their reading objectives and avoiding the risks of manipulation and misinterpretation, assimilating and turning it into knowledge for the purposes of its communication, taking a creative and personal approach and respecting intellectual property.</p>	<p>CCL3. Autonomously locates, and compares information, in Basque and Spanish, taken from different sources, assessing its reliability and usefulness according to their reading objectives and avoiding risks of manipulation and misinformation, and assimilates and turns it into knowledge for the purposes of its clear and rigorous communication, taking a creative and personal approach and respecting intellectual property.</p>
<p>CCL4. Reads a variety of works in Basque and Spanish suited to their development, selecting those best adapted to their tastes and interests; recognises literary heritage as a source of individual and collective enjoyment and learning; and uses their personal and reading experience to build and share their interpretation of the works and to create texts of literary intent based on simple models.</p>	<p>CCC4. Autonomously reads a variety of works in Basque and Spanish appropriate for their age, selecting those best suited to their tastes and interests; appreciates the literary heritage as a privileged channel for individual and collective enjoyment and learning; and uses their personal biographical experience and their literary and cultural experience to build and share their interpretation of the works and to create texts of literary intent of progressive complexity.</p>	<p>CCC4. Autonomously reads relevant literary works in Basque and Spanish, relating them to the socio-historical context of their production, to earlier and later literary tradition and examining the stamp of their today, in order to build and share their own reasoned interpretation of the works, creating and recreating works of literary intent and progressively drawing a cultural map.</p>

As said above, the specific competences of the areas, subjects or spheres contribute to the key competences through operational descriptors. This connection between operational descriptors and specific competences means that assessment of the

latter can be deduced from the degree of acquisition of the key competences defined in the exit profile and, therefore, achievement of the competences and objectives anticipated for the stage.

The specific competences of the areas or subjects contributing to reading ability (falling within the CCL key competence) are presented in the following tables.

◀ **Annex 1: Types of reading, detailed explanation.**

To work on the different reading skills it will be essential to work on several types of reading and, to that end, take different modes into account.

Types of reading

Several types of reading are proposed to enhance reading skills. An explication of each one is given below:

1. Pictorial reading

This is perhaps the oldest of all types of reading. Pictorial reading consists of interpreting graphic images and pictorial signs that have a meaning. This type of reading does not involve reading texts, but observing and interpreting images.

In this case, for example, we refer to interpreting or «reading» posters.

2. Reading aloud

Reading aloud is one of the main types of reading, and is the first one we learn. It simply means using our voice to express what we are reading.

It is customary to use this reading process when we want to read something to another person, as a method of self-learning (for example, when learning to read) and as a way of trying to focus on the content, especially when the conditions are not particularly ideal for reading or when something has not been correctly understood. It is also an excellent habit that enables us to improve the way we listen and speak.

Note that auditory learning is one of the best types of reading, given that it is the sound that serves to memorise part of the information.

3. Mechanical reading

Among the main types of reading we also find mechanical or automatic reading. Unlike involuntary reading, here we are fully conscious when reading.

We could say that mechanical reading is one of the first types of reading learned by humans. In this type of voluntary reading, there is no need to understand the message, since it is only a question of reading automatically.

Mechanical reading is normally used when learning to read or when, without realising it, our mind wanders while reading.

4. Literal reading

Literal reading is a type of reading process that takes no account of potential double meanings or interpretations other than those explicitly found in the text.

In this type of reading, the information is processed literally, with no interference or interpretation.

5. Music reading

Music reading consists of reading a musical score. In this type of reading, the main objective is not to lend a meaning to what we are reading, but to represent each of the sounds, tunes and rhythms written in the score.

6. Sequential reading

Sequential reading means reading a text slowly but steadily, from beginning to end, not stopping to think about what we are reading. In other words, it is an ordered way of reading.

Here the reader proceeds steadily, reading the text as a whole, without skipping anything, but without stopping to give particular thought to any parts of it.

7. Silent reading

Another of the main reading types is silent reading; this means reading in silence or in your head. In this case, no sounds are pronounced while reading.

Silent reading requires a certain ability to concentrate and read, meaning that it is generally used once a pupil has learned to read correctly.

The benefits of silent reading are greater concentration, better understanding and learning of what we have read.

8. Involuntary or unconscious reading

Involuntary or unconscious reading is usually unintentional and frequently occurs when advertising, posters or other content types appear within our field of vision.

In this type of reading, the brain is capable of reading the information, even if the reader doesn't realise they are doing it.

Marketing is one of the fields that takes the greatest advantage of this type of reading for its advertising, using short, but highly stimulating and attractive texts to captivate involuntary readers.

9. Informative reading

Informative reading is intended to convey or provide knowledge through reading. It is a way of updating knowledge and of keeping up to date with the latest news, but without going into it deeply.

One obvious example is reading daily newspapers, magazines or blogs. This type of reading does not have to be entertaining or pleasant, although sometimes it may be.

10. Inferential reading

Unlike literal reading, inferential reading means implicit reading of the text, even when the information is not explicitly stated.

Inferential reading obliges the reader to think. This means that inferential readers can "read between the lines" and draw conclusions based on interpretations and double meanings. Here there can be many interpretations, given that the context is used to understand the intentions, feelings and objectives of the text.

11. Recreational reading

The main aim of this type of reading is entertainment, with no need for it to give information, although it can be provided indirectly. The person reads for pleasure. The types of books that can be read for recreational purposes are endless, and include short stories, novels, poetry, comics and other types of books that the reader chooses to read.

We could say that recreational reading implies no need to analyse part of the text or scratch one's head every time there is a doubt as to what the author wants to say. Reading for pleasure means reading to get a wider picture, to enjoy the story and pass the time.

We mustn't confuse this type of recreational reading with passive reading. Reading for pleasure means that we have to lose ourselves in the story, with the added advantage of acquiring new knowledge as we read. Regular recreational reading also helps us to learn new vocabulary and, in turn, to create a healthy habit of reading for enjoyment.

12. Speed or superficial reading

Another way of reading is speed or superficial, also known as “scanning”. Speed reading means focusing one’s attention on the most important words or terms of the text, without losing too much time over the details.

This reading process gives us an overall idea of what we are reading, without taking account of more complex or profound aspects. It is generally used when we are looking for specific information.

A good example of this type of reading is picking up a magazine and flipping through the pages. Here we only read the headings or look at the pictures to know what the magazine is about.

13. Intensive reading

Intensive reading is reading with the intention to gather and retain as much information as we can, and to make associations between the content we are reading.

The main aim of this type of reading is to assimilate the contents. In addition, this way it is also possible to find specific data, differentiate between the most important sources of information and achieve an overall view of the subject.

For this type of reading, we must read the text carefully, completely and exhaustively.

This is one of the most common types of reading when studying for an exam, for example, or when looking for detailed information on a subject of interest.

14. Selective reading

Like with speed reading, the selective reader does not read the whole text, but rather looks for the parts they consider relevant to their requirements.

This type of reading is also called «skim reading», as the reader «skims over» parts of the text.

15. Comprehensive or receptive reading

Comprehensive or receptive reading is the kind used to study, given that it requires the reader to pay careful attention, and to understand and retain the information they have read.

This is one of the specialised and advanced reading types, given that it requires an active reader, who interprets, questions, analyses and examines the content of the text. This type of reading requires the reader to use previously learned knowledge skills.

This type of reading does not require learning by heart.

For correct comprehensive or receptive reading, the reader must first of all have a good command of mechanical reading.

16. Critical reading

This is a reading process whereby the reader, as well as understanding the text, must analyse and assess it. In critical reading, the reader analyses, assesses and judges what they are reading. As well as the information processed, the reader can make a subjective assessment of the text based on their own criteria and viewpoint.

This is a slow type of reading, given that it involves checking the information and the way it is set out.

17. Public reading

This skill can be very useful in the academic, professional and personal fields for example. It is not simply a matter of mechanically reading a text. It must be read in such a way as to lend life and meaning to a written text using intonation, pronunciation, fluency, rhythm and volume, so that the person listening to it can imagine, picture or unleash their emotions and feelings.

18. Reflexive reading

Reflexive reading is a leisurely and unhurried pursuit. Once they have finished reading, the reader is capable of thinking, reflecting upon and drawing conclusions from their own knowledge, and from their strengths and weaknesses.

Reflexive reading is the perfect option for those looking for a type of reading that allows them not only to understand and think about what they have read, but also to reflect on other kinds of knowledge and ideas.

19. Scientific reading

Scientific reading takes its support from other types of reading, specifically comprehensive and critical reading. In addition, a great deal of information is sourced to ensure the reliability and quality of the text.

Readers of scientific texts aim to learn the importance and soundness of the information, and to use their own prior knowledge to make connections and compare everything they already know to this new piece of information.

The aim of scientific reading is simply to obtain knowledge of a specific subject.

20. Braille reading

Until now, all types of reading explained have been based on visual perception. However, braille is not read with the eyes, but by touch.

It is important to include this type of reading, because it is the only reading mechanism for people who cannot see, and holds the same importance and significance as the other types of reading.



◀ **Annex 2: Modes of reading, an example.**

MODEL OR MODELLED READING	
What is it?	The teacher reads a text aloud to guide the pupils, who must follow the text by themselves and in silence, while listening.
How is it done?	The reading is made with no mistakes when it comes to recognising and decoding the words. The text is read at an appropriate pace and with adequate expression, as a natural language. The reader of the text speeds up or slows when appropriate for better understanding of a word or sentence. In some cases, when necessary, the teacher asks questions on oral comprehension so that the pupils will think about the text. The questions can be explicit, implicit, subject to opinion or creative.
Why is it done?	<p>Being a model reader for pupils is an inevitable attitude that the teacher must assume, given that they cannot teach what they don't know or do.</p> <p>It improves reading fluency and enhances the pupils' reading comprehension. Learning is easier when there is a good model, and they are accompanied in the task.</p> <p>In practice, this is achieved, for example, when the teacher reads the pupils a text, deliberately slowing their reading in parts of the text and reflecting aloud on the fact that they have done so for its better understanding. Also when the teacher tells them that they can grasp it more easily when they repeat their reading of a text or practice it several times, not only to gain more speed, but also to read it more expressively, endeavouring to convey the meaning of the text.</p>
Who does it?	All teachers, each in relation to their field, subject or sphere.
When does it start?	In the 2nd year of Primary School.
How long does it start?	10-15 minutes, depending on the pupils' age.
How often?	Every day.
Remark	During this activity, the teacher must check that all pupils are reading by themselves and silently.

◀ Annex 3: Template for defining the objectives and activities of the School Reading Strategy.

**SCHOOL READING STRATEGY
GENERAL OBJECTIVES**

- a. Promote the development of reading ability.
- b. Arouse, increase and strengthen the pupils’ interest in reading as an element of personal enjoyment.
- c. Provide and strengthen strategies in all areas of the curriculum in order that the pupils can develop reading comprehension skills and learn to perform successfully both at school and outside it.
- d. That pupils learn a variety of strategies and techniques for reading texts (promotion and creation of literacy diversity), interpreting them and being able to identify relevant information in different formats.
- e. Turn school libraries into places where resources are provided in varying formats for learning and enjoying reading.
- f. Achieve involvement of the whole education community in encouraging the habit and love of reading.

STAGE	CYCLE	YEAR

General objective

- b. Arouse, increase and strengthen the pupils’ interest in reading as an element of personal enjoyment.

Line of action

Specific objectives

- 1. _____
- 2. _____
- 3. _____
- 4. _____

STAGE	CYCLE	YEAR

Line of action

OBJECTIVE 1/4 :

ACTIVITIES. What are we going to do to succeed?						
	WHAT	WHERE and HOW	WHEN and HOW OFTEN	WHO (person responsible)	USING WHAT (resources)	REMARKS
1						
2						
3						
4						
5						

◀ **Annex 4: Tools for analysing the reading plans in place at the school.**





INTRODUCTION

The questions to be answered in this section are:

- Where are we?
- Who are we?

An analysis will be made of the school context to obtain a clear idea of the factors that influence the decisions we will make. The school's principles of identity will be stated, with the characteristics and values that define us. At the end of the day, what do we want to be?

CONTENT	YES	NO	REMARK
Is the school context stated?			
Is the identity of the school recognised?			
Is there any reference to what has been done until now on the subject of reading?			
Is the school the only scope of the plan?			
Is the objective of the Plan clearly explained?			
Is reference made to its purpose?			

RECOMMENDED IMPROVEMENTS



DIAGNOSIS

The questions to be answered in this step are:

- **What is our situation?**
- **What must we change?**
- **Why?**
- **What resources do we have to make said change?**

We must think about or make an initial study of the reality, identify the need or situation that requires adjustment, analyse the factors related with the purpose of the change and identify the available resources (human, economic, etc.).

CONTENT	YES	NO	REMARK
Is mention made of those who have drawn up the Reading Plan?			
Is mention made of when the Reading Plan was drawn up?			
Is mention made of the tools used to draw up the Reading Plan?			
Does the Reading Plan reflect the outcome of the diagnosis?			
Are these results clear, precise and significant?			
Has a SWOT analysis been made?			
Are the strengths and weaknesses precisely indicated?			
Are the opportunities and threats clear?			

List the tools used to make the diagnosis:

RECOMMENDED IMPROVEMENTS



OBJECTIVES

In this case, the questions to be answered are:

- On what must we concentrate?
- What do we want to achieve?

Establish general and specific objectives consistent with the diagnosis, and set them in motion.

The objectives must be very **clear and precise**, involve most of the school community, and must not be excessive, with a view to enabling their revision and assessment.

They must respond to real needs, reflect progress made in the situation detected and implicitly include the strategy required to achieve said progress.

To set the objectives in motion, we must take account of the expected results. The anticipated objectives must be measurable and state the extent, type or quantity of changes envisaged.

CONTENT	YES	NO	REMARK
Are the general objectives of the Reading Plan indicated?			
Are the objectives for Preschool Education defined?			
Are the objectives for the 1st cycle of PE defined?			
Are the objectives for the 2nd cycle of PE defined?			
Are the objectives for the 3rd cycle of PE defined?			
Are the objectives set consistent with the diagnosis?			
Are they sufficient to deal with the outcomes of the diagnosis?			
Do they ensure improvement of the situation appearing in the diagnosis?			
Will achieving the objectives imply the improvement expected in the diagnosis?			
Are the objectives set achievable?			
Can the objectives set be assessed?			

RECOMMENDED IMPROVEMENTS



ACTIVITIES

In this case, the questions to be answered are:

- What are we going to do to achieve it?
- How?
- When?
- Who?

Design the actions needed to achieve the objects set and programme the resources required to carry them out. Each action must come with a definition of the following questions for their correct organisation and coordination:

- Who will be responsible for each action.
- How much time will each action take; i.e. what will be the work schedule in each stage.
- What human and material resources will be needed.
- What organisational measures must be taken into account for use of the spaces and the correct distribution of time.

CONTENT	YES	NO	REMARK
Are different activities envisaged for each objective?			
Is achievement of the objectives set envisaged in the event that the activities are carried out?			
Are the activities designed for each cycle?			
Are the activities designed for each year?			
Is a specification given for each activity and why it will be carried out?			
Is mention made of who will carry out each activity?			
Does the duration of each activity appear?			
Is there an indication of the frequency of each activity?			
Does the activities timeline appear?			
Are specifications given for each year?			
Do the specifications given coincide with the reading pyramid?			

RECOMMENDED IMPROVEMENTS



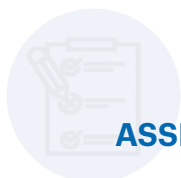
IMPLEMENTATION

The actions envisaged will be set in motion in this stage.

Implementation is the moment of materialising the ideas previously programmed.

CONTENT	YES	NO	REMARK
Is the implementation process clearly expressed?			
Is something indicated that has to be done prior to the implementation? For example: teacher training, material supplies, organisation and fitting out of spaces...			
Will it all be set in motion at the same time?			
Is there an implementation timeline?			
Does the Reading Plan envisage all opportunities at the school?			
Does the plan make use of the extracurricular opportunities?			
Does the plan include informative activities for families?			
Does the plan envisage the involvement of families?			
Have guidelines for families been included in the plan?			
Are these guidelines clear and effective?			

RECOMMENDED IMPROVEMENTS



ASSESSMENT

In this case, the questions to be answered are:

- How are we doing?
- What have we achieved?

Measure the extent to which the objectives have been met both in carrying out the action and in completing it and, in general, in relation with the other actions.

Assessment is the way to establish whether the desired change in relation with the initial situation has truly been achieved or not. A decision must be made from the beginning as to how the objectives are going to be measured, measuring the indicators with respect to the results envisaged (what type of data are going to be measured) and the sources of verification (where are we going to take the data from).

Assessment also enables us to see if the plan is effective. To do this we must establish management indicators that measure the adaptation between objectives, actions, resources, deadlines, outcomes, etc.

CONTENT	YES	NO	REMARK
Is the assessment of each activity anticipated?			
Does assessment of the plan appear?			
Is specification made of when the assessment will be carried out?			
Is mention made of who (one or more people) will carry out the assessment?			
Is it clear how or with what each pupil's reading abilities must be assessed?			
Does some kind of tool to assess the reading in its full dimension appear, or is it mentioned?			

RECOMMENDED IMPROVEMENTS

LEARNING TO READ

Learning to read consists of developing reading abilities, acquiring basic functional reading skills. Reading requires, on the one hand, recognition of the word (decoding) and, on the other, identification of the meaning (comprehension).

Learning to read is a fundamental ability for the school-age population, a basic skill in today’s literate culture and in the contemporary globalised world. Reading is a complex skill involving a variety of mental processes, psychological processes (perceptive, lexical, syntactic and semantic processing) and knowledge (of the phonological, spelling, syntactic and semantic, textual and contextual type) making it possible to extract and interpret the meaning of the written information.

We live in a literate world; this means that a person must recognise the printed word from very early on. In other words, they must assimilate knowledge of the text and the relationship between the text and the form, function, format and writing.

CONTENT	NON-EXISTENT	POOR	GOOD	VERY GOOD	REMARKS
Phonological awareness					
Phonetics. Grapheme/phoneme					
Fluency. Intonation, pace and speed.					
Vocabulary					
Comprehension strategies.					

RECOMMENDED IMPROVEMENTS

READING TO LEARN

In this section we talk about reading comprehension. Reading is a fundamental resource for learning and developing knowledge, both inside the school and out.

At school, in all areas, scopes and subjects, a great deal of attention must be paid to the reading strategies and characteristics of the processes, specifically cultivating them in order to make the pupil capable of reading a wide-ranging variety of texts in different formats and, as well as grasping the specific information, being able to understand their overall meaning, drawing conclusions on the text and critically analysing the content and form. In other words, to turn them into competent readers.

CONTENT		NON-EXISTENT	POOR	GOOD	VERY GOOD	REMARKS
STRATEGIES	Before reading					
	While reading					
	After reading					
PROCESSES	To grasp information.					
	To recognise the overall meaning of the text.					
	To interpret the text.					
	To assess the content of the text.					

RECOMMENDED IMPROVEMENTS

IN GENERAL

What rate of achievement does this reading plan accomplish in its role?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Do you see shortcomings in the reading plan?

YES

NO

What are they?

How serious are the shortcomings?

SUPERFICIAL

SERIOUS

VERY
SERIOUS

What timeframe have you established for rectifying them?:

What are the strengths of the plan?

What are the weaknesses?

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REMARKS

◀ Annex 5: Procedure for detecting, identifying and early intervention in Specific Learning Difficulties (SLD).

1. JUSTIFICATION

Managing diversity is one of the strategic challenges of the Basque Education System. To tackle it, all pupils must be offered quality education, using methods that make it possible to provide attention in a normal and inclusive context while ensuring that said attention is specific and personal.

In order to attend to diversity it is essential to make an early identification of pupils' needs. One important factor in this process is application of the early attention protocol in Preschool Education.

Regarding **Specific Learning Difficulties (SLD)**, evidence indicates that the earlier these problems are identified, and an effective programme of intervention is launched, the greater the probability of improving results in the long term. In fact, when adequate support and learning strategies are carried out early enough, studies have shown that positive results can be obtained and maintained over time.

As well as helping to improve school performance, early action reduces the emotional problems related to failure and lack of motivation. Efforts must therefore be made to improve early detection processes, which in turn make it possible to develop effective prevention programmes.

In view of the above, a bridge has to be built between Preschool Education and Primary Education. The process of detecting learning difficulties falls within the first cycle of Primary Education (PE1 and PE2). This is when pupils start learning to read and write and formally learn mathematics, laying the foundations of the school learning processes.

But we mustn't forget that the first things we learn start taking shape in the previous stage. We therefore know that working on phonological awareness in the Preschool

stage can have a positive influence on learning to read (Torges & Burgess, 1998; Cuetos et al., 2015), just as learning numbers and sums contributes to the acquiring of quantitative and mathematical skills (García et al., 2003; Bravo, 2014).

Similarly, we recognise the importance of working on the early stages of formal reading in the first years of life, both in the family and from the moment a child goes to school. In other words, we must provide stimulus for a series of skills starting from Preschool Education, particularly including oral language skills – which will encourage learning to read – given that a high percentage of pupils experiencing oral language difficulties will have problems learning to read, meaning that they will be at greater risk of failure in the education system (Acosta et al., 2018).



2. OBJECTIVES OF THE PROTOCOL

The objectives of this protocol are as follows:

1. Raise awareness in the education community on the importance of introducing processes for early detection and intervention in schools and include them in everyday teaching work.
2. Systematize the procedure for early identification, intervention, monitoring and evaluation of Specific Learning Difficulties in schools (PE 1 and 2).
3. Foster an educational response set around on application of the Universal Design for Learning (UDL) together with a system of multi-level support, providing teachers with guidelines and tools for steering their educational response.
4. Foster collaboration and coordination between the professionals at the school and networking between the numerous agents involved.
5. Promote systemic coordination between the school and the family in this process.
6. Foster success at school for all pupils.

3. PHASES OF THE PROCEDURE

The detection and identification processes applied in the Basque Education System are specified in this protocol as follows:

PHASE I.

Systematic monitoring of the teaching-learning process of all pupils

Tutors make a systematic observation to detect indications that a pupil may be at risk of suffering Specific Learning Difficulties. Once the difficulties have been detected, they set about planning their intervention based on the information obtained.

This systematic observation is made using the tools provided for observing reading and writing.

Said tools offer a series of indicators. These indicators, on the one hand, warn the teachers of the need to increase the level of intervention (greater intensity, greater frequency and in small groups) and, on the other, help them to detect warning symptoms in the process of learning to read and write.

An intervention plan must be drawn up for pupils at risk.

This plan will be largely created by the tutor, completing their ordinary learning assessment with the information included in the observation tools and working in collaboration with the consultant teacher.

PHASE II.

Specific detection and intervention

Systematic assessment and intervention enables us to detect pupils who do not respond to these measures and who withstand the intervention. In other words, there are pupils who, despite receiving increasingly more intensive teaching quality, do not react adequately to the intervention.

In cases like these we add a procedure known as 'specific detection' which makes a more detailed description of the difficulties encountered when monitoring the pupil's progress.

This specific detection procedure is carried out by the consultant teacher.

When, during the specific detection procedure, the existence of a potential Specific Learning Difficulty is observed, the pupil is immediately referred for psychoeducational assessment.

PHASE III.**Psychoeducational assessment**

Psychoeducational assessment is an exceptional process that complements the procedure to identify pupils with specific learning difficulties.

Psychoeducational is carried out with participation of the consultant teacher and/or counsellor, and of the special education needs advisors.

PHASE IV.**Intervention and follow-up**

The intervention must start when signs of learning difficulties are observed in the child.

Here it is advisable to supplement the first level of intervention, i.e. classroom programmes, applying the UDL principles, using the appropriate methodology and methods and working systematically.

For some children, organising a second and third level of intervention will also be required.

Level 2 intervention requires, as well as continuing to use level one, additional support for pupils in the shape of flexible, temporary and preventive actions that can be carried out in small groups. These back-up measures must be specified in the class and didactic syllabuses and reflected in the assessment reports and in a purpose-designed intervention plan.

Shared teaching sometimes requires coordination between the teachers involved, when they will jointly plan the aspects studied both in the classroom, in small groups and individually.

For pupils identified as having SLD in the specific psychoeducational detection and assessment processes, a personalised action plan will be drawn up and a specific, systematic and intensive level of support called for, corresponding to level 3 intervention.

The ongoing and additive assessment will serve to monitor progress of pupils, adapt the intervention and make decisions in regard to the level of intervention required.

◀ Annex 6: Tool for measuring Reading Skills (ITT).

This is a tool that simply and practically measures the reading performance of 2nd year Primary Education pupils.

Irakurketa-Trebetasunak neurtzeko Tresna (ITT)



Tool for measuring reading skills (ITT)

This is an individual test conducted in two parts. In the first part, the pupil is asked to read a text out loud, while the examiner records their mistakes with respect to precision, intonation, speed and the way they read. The time taken to complete the reading is also recorded.

In the second part, the pupil must answer a questionnaire of 10 questions with four possible answers and choose the right one. This will enable a specific, global and inferential assessment to be made of their reading comprehension. Here the time taken to complete the task will also be recorded.

This test has a maximum duration of 20 minutes and is carried out in Basque and Spanish. It is the same for all schools in the Basque Autonomous Community, independently of their language model.

The examiner will then transfer the results obtained when reading aloud and answering the questionnaire to the application of the programme in place for the procedure. Once recorded in the application, they will obtain the percentage of correct answers in each reading skill, and the corresponding percentile. A graph will then indicate the extent of the pupil's development in each of the skills, placing them at the beginner, intermediate or advanced level, as appropriate.

The application provides information for three groups: for each pupil, for each class group and for the whole year (PE2). It also provides the school with a forecast of longitudinal and knowledge evolution in the coming years.

Once the school has this information, it will analyse it, draw the appropriate conclusions and take the necessary measures. These measures can focus on prevention-based intervention in the earlier or beginner years, with a view to correcting the shortcomings or weaknesses detected, and can also be palliative for pupils that need them. In both cases, work will be specifically carried out on the skills of decoding and reading comprehension.

This tool has been designed by the Basque Institute of Educational Assessment and Research (Irakas Sistema Ebaluatu eta Ikertzeko Erakundea) in collaboration with the Berritzegune Nagusia. Here we must also stress that it has been verified by experts and that several pilot tests have been run and adjustments made since the 2022-2023 school year. .

Watch the video on the [ISEI website](#).

◀ Annex 7: e-irakurzaletasuna.

Aware of the influence of the love of reading on improved reading comprehension and academic outcome, the Ministry of Education will launch a service (digital platform) to stimulate a structured and continuous love of reading. This service will be made available to pupils by means of a digital platform to encourage recreational reading in Basque, Spanish and English.

Note that the aim of this initiative is not only to promote a more social reading activity using the new information and communication technologies, but also to enable accessibility and equity, at no cost. Pupils will be able to read anywhere, anytime.

In this context, as a complement to the physical classroom, a virtual space (digital platform) will be created for Primary School to Baccalaureate pupils all over the Basque Autonomous Community.

It is well known that recreational reading is increasingly perceived as a strategic educational element. In fact, aiming to foster the love of reading, pupils must read autonomously and for their own pleasure, motivated by their personal satisfaction.

Today the use of playing in learning is known as gamification, to be understood as a learning strategy. Gamification of reading in the classroom is intended to foster values including autonomy, enjoyment, tolerance and the acceptance of diversity.

The pupils will play the leading role in this project, and, with the help of the new communication technologies, they will also be offered the possibility of organising their reading into virtual communities. They will also have the opportunity to share information and opinions on what they have read within these communities.

The pupils will meet other readers who share their reading tastes or enjoy the same characters, gradually lending shape to communication spaces that generate communicative interactions, a social dialogue where the readers will play a central role and can share the pleasure of reading.

The platform will therefore offer the possibility of creating communicative actions where the best social reading practices generated by the pupils will be rewarded with reading prizes.

The platform will set the readers a series of challenges, tests and questionnaires on their chosen readings. The points achieved in the game and obtained from fun questionnaires on their individual achievement will gradually earn the pupil rewards. The points will be translated into credits, which will earn them parts to create avatar to replace them.

In fact, the pupils' identity will appear as the avatar of their choice, in the endeavour to maintain their anonymity. They will periodically receive virtual medals or badges depending on the points earned, or on the positive assessment by teachers of their proactive attitude towards reading.

In this respect, windows will be opened to ensure that recreational reading grows from being a solitary, private, individual and silent pleasure to become an enthusiasm shared with the most immediate rapports in the in-person reading clubs.

Furthermore, teachers will have the role of measuring rather than instructing, guiding pupils when choosing the texts best suited to their interests and level of reading comprehension and that will help them to discover new reading universes. There is no doubt that this digital platform will greatly help teachers to carry out their activity and to foster a love of reading in pupils, i.e. to achieve competent readers.

Finally, we must highlight that the e-irakurzaletasuna platform is an initiative of the Basque Government, promoted by the Ministry of Culture and the Ministry of Education, to foster the passion for reading in young people. Through the platform, they will be invited to visit the Basque Country online eLiburutegi and the physical municipal libraries.





EUSKO JAURLARITZA



GOBIERNO VASCO

HEZKUNTZA SAILA

DEPARTAMENTO DE EDUCACIÓN