



### W.E. READING Initiative

The **W.E. (Wall and Electronic Reading) Initiative** was inspired by a job-shadowing mobility carried out within the framework of our school's **Erasmus K121 Accredited Project (2024-1-CY01-KA121-SCH-000220431)**, hosted at *Gymnázium Pavla Jozefa Šafárika – Pavol Jozef Šafárik Gimnázium* in Rožňava, Slovakia, from 7–11 October 2024.

During this mobility, Chrysanthi Nicodemou (Deputy Head A) had the opportunity to explore a range of innovative practices implemented by the host school. Among them was the **Wall Reading Programme**, an Erasmus+ project designed to promote reading literacy and engage students with lower performance. The concept is simple yet effective: literary texts or excerpts are displayed on school walls to encourage spontaneous reading. The host school's experience demonstrated significant success, with approximately half of the student body engaging in the activity and responding through short online questionnaires.

Inspired by this initiative in Rožňava, our school adapted and extended the practice by combining *wall reading* with an *online reading space* on the school website. The primary aim is to promote reading as a gateway to:

- cultural understanding,
- awareness of global issues,
- empathy, and
- tolerance.

We piloted the **W.E. Reading Initiative** with two English C classes (an *Option* class and a *Common Core* class) between 21 February and 11 March 2024. The selected texts included:

- *Poems* by Claire Angelides (*Last Word / The House*),
- excerpts from *Saving Private Ryan*,
- *The Diary of a Young Girl* by Anne Frank,
- *The Things That Make a Soldier Great*.

These texts were displayed on classroom walls and/or uploaded to the school website. Students were asked to complete a short Google response form after reading. To encourage participation, the school offered 1 point in the 'ΔΔΚ' school programme for each set of three texts read and corresponding forms completed.

In total, 41 responses were submitted to the *W.E. Reading Response Form*. Notably, 25 students also completed Question 4, which was optional.

Based on the positive reception, the **W.E. Reading Initiative** will be formally established at the school, gradually enriched with additional literary texts and expanded to include more language

## W.E. Reading Response Form

Complete this short form in response to your reading a text. Questions 1-3 are required. Question 4 is an extra question for anyone who wishes to answer it.

\* Indicates required question

First name:

Surname:

Class:

Text title:

Q1. Name one key idea or theme from the text.\*

Q2. Choose a phrase or sentence from the text that stood out to you. Why is it important?

Q3. How did this text make you feel? Explain.\*

Q4. How does a character (or speaker in a poem) respond to challenges in the text?

Sample Student Responses:

Q1:

- "A key theme of the poem is nostalgia and loss. The speaker feels a deep emotional connection to the house, considering it a part of their soul and dreams."
- "Individual choice and its impact on life's journey"

Q2:

- "I took the one less traveled by, And that has made all the difference." This phrase stood out to me because it highlights the significance of choosing a less popular path and how that can shape one's destiny.
- "'Why be sad or frightened?' It stood out to me because she's glad for all the little things, she's not scared even though there's a chance she might not make it to the next day, which is tragic because she does end up dying.'

Q3:

- "The poem made me feel reflective and thoughtful. It emphasizes the weight of decisions in life and how we often wonder about the paths we didn't take. It also inspires individuality and courage in making personal choices."
- "The poem made me feel inspired and appreciative of the values of perseverance and duty."

Q4:

- 'The speaker faces the challenge of choosing between two seemingly similar paths. They ultimately decide to take the road "less traveled by," showing a willingness to embrace uncertainty and make independent decisions.'

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