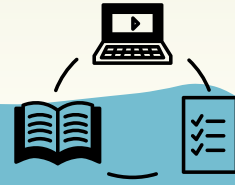


## How to get ready to use a reading app

### 01 Get to know the app beforehand



Try it, play it yourself. Look up tutorials on the internet. Trust the pupils too – they will probably understand the rules much faster than you (even without reading them).

### 02 Always expect more time than estimated



Plan more preparatory time before you start. Consider more time before assessing the effect. It may not be evident immediately.

### 03 Consider the technical equipment at school



And its compatibility with pupils (e.g., if you need to use computers instead of tablets, younger pupils are not always familiar with the use of a computer mouse).

### 04 Keep in mind the principles of gamification

Which motivate pupils (beware, an on-line fill-in exercise is still just an exercise; it will not be attractive)



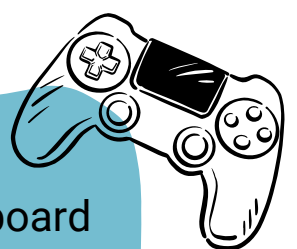
The principles

**fantasy** = the environment in which one plays is not real  
**curiosity** = motivates to continue  
**control** = i.e., having influence on outcomes  
**challenge** = i.e., a fitting challenge not an impossible one, a specific target and outcome, not a random one

### 05 Organize a multidisciplinary team

**Teachers** know how to teach reading. **ICT coordinators** can help with the digital equipment. **Assistants** may support the pupils while they practise. **Parents** may train with their children at home.

### 06 Make sure you are IT skilled enough



Learn about all app's functions. Explore its dashboard and what it offers to teachers. Once the use of the app is not fluent, it will cause boredom and time delays. Prevention is crucial. Get skilled and experienced!



## How to use a reading app in a class

Beware of (assess) pupils' level of reading skills (decoding and comprehension) ➤ it is worthy to adjust the app to their actual level of reading. Determine the assessment time before the pupils start work with the app.



### Teaching systems

- Rotating system – a class is divided into groups ➤ each group works on a specific task; they rotate among tasks after the estimated time.
- Stations – pupils go and work at a station when they have completed another task and/or when the rest of the class works on a parallel task.
- Whole class activity – everyone practises with the app at a certain point of a lesson.
- Individual sessions within regular lessons / after lessons (extra counselling sessions – pupils with SEN work in a separate room with a remedial teacher / a teacher assistant / a SENco.



### Required educational skills

- Independence and self-reliance
- Planning and organisation skills
- Communication with colleagues
- Openness to new approaches, methods, and teaching tools

### The app in lessons

- + More motivation, more fun
- + Better concentration of pupils
- Time-consuming
- The other pupils may be jealous if they don't use the app too
- Difficult to implement within standard curriculum



### The app in extra sessions

- + More time, fewer people in IT classrooms
- + Less distractors in a class
- Less motivation of pupils – they want to play
- More exhaustion of pupils and teachers

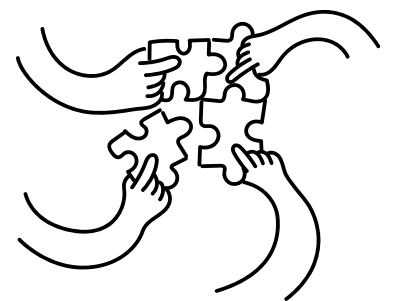


### Never let the pupils work alone

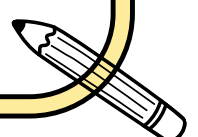
Their observations, comments, and discussions on the app and their achievements make them motivated and eager to continue.

The pupils need a teacher to give feedback.

The app never replaces books. It is an addition.



The app has an impact when used regularly (e.g., twice a week for 15-20 minutes)



## How to involve your school

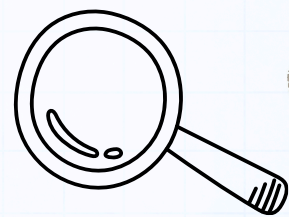
### Present your work thoroughly at a teacher meeting

Explain what you do with the pupils, how it works, what it offers, how you implement it in lessons, what pupils' reactions are. You always have to know why you are using a particular app!



### Share the joy and motivation of your pupils

Let them explain to other teachers and/or pupils how the app works. This increases teachers' motivation too.



### Share the experience from your own work

Time requirements, plans of lessons, rules for the class work, etc.



### Never stay alone

Always get someone else involved. Solve problems together. Discuss. Explore alternatives together if necessary.



The more experienced pupils can teach others who are about to start with the app.

"The app increases reading motivation and creates a positive vibe in the classroom."

Belgian teacher

"The app shouldn't be a blackbox - it should be clear how the content of the app matches with the classroom instruction."

Dutch teacher

"I learned to be more organized and trust independent work of my pupils."

Czech teacher

"Use any opportunities to incorporate it into other curricular classes."

Irish teacher

