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## Vorlesepaten aus Klasse 3 / 4

Being part of a school community has the advantage of collaborating with other classes. Today we welcomed students from class 3 / 4 who came in to read to the preschool children. Two of the primary students that visited us today were former GISS preschool children too, so they were excited to be back in the environment. The students had brought three different books with them, and the preschoolers could choose which story they would like to listen to.



'Ein Funkeln im Dunkeln' by Marie Voigt; 'Mutig, Mutig' by Lorenz Pauli & Kathrin Schaerer and 'Ich bin fuer mich: Der Wahlkampf der Tiere' by Martin Baltscheit & Christine Schwarz.

Felix asked: "Koennen wir auch zwei hoeren?"

He was in luck as there was sufficient time to listen to a second book.

It was incredible how quiet it was when the reading sessions started, with the preschoolers listening attentively and the class 3 / 4 students doing an excellent job reading in German. The students took turns with sharing the reading and paused in between to show the illustrations.

When a preschool child chose an English book and requested another reading session, two of the primary students did a remarkable job with simultaneous translation and retold the story in German. Not an easy thing to do. Well done!!!





## EYLF OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect

Reading to preschoolers can have numerous advantages for both the primary school-aged children reading and the preschoolers listening.

When primary children read to preschoolers, they have the opportunity to practice their reading skills in a non-judgmental environment. This can help improve their fluency, vocabulary, and comprehension. It is also a boost in confidence, especially if they struggle with reading. Being able to successfully engage and entertain younger listeners can be a confidence-building experience. It is an enhancement of communication skills as they learn to modulate their voice, articulate words clearly, and express emotions through intonation and expression. Interacting with younger children fosters empathy and compassion in primary school-aged children. They learn to be patient, understanding, and supportive as they navigate through the reading process with their younger peers.



When primary children read to preschool aged children, they serve as positive role models for literacy and learning. Younger children look up to their older peers and are inspired to develop their own love for reading and learning. Reading together creates a special bond between primary children and preschoolers. It's a shared activity that fosters positive relationships and creates lasting memories.

Experiencing the joy of reading can instill a lifelong love for books and storytelling. Positive experiences with reading at a young age shape attitudes towards literacy.

Overall, reading aloud offers a range of benefits for both the primary children reading and the preschool children listening, enriching their literacy skills, social development, and emotional well-being.

