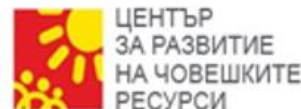


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ERASMUS+ KA2 -Strategic Partnership School Education  
REF2 - Reading with Ease and FUN 2 - 2019-1-BG01-KA201-062249

## Reading with Ease and Fun 2 | REF2 Newsletter Portugal | N.º 1 | March 2020

### REF2 in brief

By REF 2 Team

The project aims to expand the impact of successfully finished Erasmus+ KA2 project "REF: Reading with Ease and Fun" **by further implementation of the developed materials** (the training materials developed within REF1 were found very useful and easily applicable by teachers in their every-day work), their translation/adaptation for the needs of the newly involved partner countries, **adding new methods/approaches and materials, training teachers and SEN staff** increasing their professional competences. By **applying newly acquired knowledge and skills**, teachers will be able to provide more effective support to pupils with reading difficulties, and to involve them in various activities along with their peers, provoking their interest in books and their motivation to read.

### REF2 international team

Sdruzenie "asociacia Dyslexia – Bulgaria (Coordinator)  
Agrupamento de Escolas de Mangualde (EDUFOR)  
Kocaeli Milli Egitim Mudurlugu – Turkey  
Rezeknes tehnologiju Akademija – Latvia  
DES Primary private Company – Greece  
Scoala Gimnaziala Bogdan Petriceicu Hasdeu – Romania  
UAB "erudito" licejus – Lithuania  
Osnovna sola dr. Janeza Mencingerja Bohinjska Bistrica



Director of Edufor,  
The Portuguese Partner

# Portuguese Team

The Portuguese base team is the SEN Staff (special education teachers and psychologist) of the Nelas Group of Schools.

All teachers of this Group of Schools who teach Portuguese (from 1.st grade to the 8.th grade) were invited to participate.

Teachers can develop the following activities:

- Regular support teachers: Application of forms built on REF1, which will be available on the REF2 national website and can be requested from the Project's base team (cf. central part of this document);
- All teachers who teach Portuguese can develop activities in one of the 3 sections:
  - Reading in libraries;
  - Collaborative reading;
  - Reading on stage.



Part of Portuguese Team

## Objectives:

- **Expand the impact of the Erasmus + REF1 Project (Reading with Ease and Fun 1), successfully concluded;**
- **Contribute to changing the reality regarding the number of students with reading difficulties;**
- **Improve the collaboration between the school and the family in the implementation of effective practices that contribute to the improvement of the reading skills of students with Dyslexia and other reading difficulties;**
- **Disseminate, with parents, teachers and other technicians who intervene in reading difficulties, good practices in reeducating reading (and writing).**



# Kick-off Meeting

4th – 6th November 2019

## BULGARIA

### Main points:

- to present the project in general;
- to discuss and agree the detailed project schedule and milestones for the first project year with deadlines and responsibilities; dissemination strategy and plans;
- evaluation procedures;
- introduction to the financial procedures and required documents;
- report files to be introduced and explained to the partners, risk management, etc.

It was an opportunity to meet old and good friends, excellent partners from previous projects.

Three intense days of work and several shares.

See you soon - in Rezekne, Latvia!



**"Talent wins games, but teamwork and intelligence win championships."**  
**(Michael Jordan)**

# 1<sup>st</sup> Training

## LATVIA



### 1/ What was your motivation to participate in the Training?

**F.Almeida:** I was very curious about how Latvia, a country with a low illiteracy rate, evaluates and intervenes with students with dyslexia and other reading difficulties. I was also very curious to learn about assessment models in dyslexia.

**H.Vasconcelos:** First, I have been eager to participate in an Erasmus project because I thought it should be a very enriching experience. On the other hand, as a special education teacher, I always try to get more knowledge about learning difficulties in order to improve my assessment procedures and help my pupils to overcome their problems.

**P.Varandas:** As a school psychologist I have received many requests for assessments in the field of specific learning difficulties, especially in the field of reading. It is, therefore, an area that interests me a lot, so I have invested in training on reading difficulties, both in the evaluation chapter and in the intervention chapter. Reading is a fundamental skill for learning and personal enrichment at all levels. My experience has told me that many of the students who fail at school and have behavior problems at school have reading difficulties. Early intervention on reading can prevent those problems. The contact with experiences and ways of working by specialists from other countries seemed to me to be an important way to increase my knowledge on the subject, so that I could incorporate in my work some ideas and methodologies that work in those countries.

**C.Chamigo:** My motivation to participate in this training was to expect to get more knowledge, strategies, materials, methods, experience in order to help me and the students to improve their performance. I was expecting to exchange materials and useful links and resources. I was expecting to learn more about using educational games to improve communication/writing and reading skills.

### 4/ What are your feelings, observations, opinion on the content of the training?

**F.Almeida:** I was very impressed with the degree of depth that is being done in Latvia regarding the issues of intervention in reading and writing. I really enjoyed the commitment made by our partners in Latvia, giving us several moments of theory and practice. [...] I loved Daniela Boneva's training: very current, useful and practical. I really enjoyed the atmosphere experienced by everyone during all the days.

**H.Vasconcelos:** I think that all the topics were very relevant and interesting. The content was very well presented and in a very clear way. All the countries had important and useful information to transmit. The exchange of experience and knowledge between all the participants of all countries were great.

**P.Varandas:** I think the content of the training was adequate to this theme and was sufficiently comprehensive, since it encompassed a vast number of strategies for assessing difficulties and intervention. I also found the visits to educational institutions, especially the Kindergarten in Rezekne, very interesting, as it was very informative about the support that is provided to children with language development difficulties.

**C.Chamigo:** I think that this training was a big, new and richness experience to me. The themes presented were very interesting, organised by people who have different methods, ways and examples to teach their students. So we learned more, we gained more knowledge to work with our students and to share our experience with our colleagues in our group of schools.

## Topics:

**1/ Prerequisites for developing good reading/writing skills /lecture/**

**2/ How to identify reading/writing difficulties, assessment procedures /practice based lecture/**

**3/ Strategies and practical guidance for supporting students with reading/writing difficulties /sharing experience/**

**4/ The role of specialists (SEN staff) and how they can help teachers /sharing experience/**

**5/ Communication with families, the role of the family, strategies, support groups /sharing experience/**

**6/ Online platforms for sharing experience, exchanging materials, useful links and resources /sharing experience /**



# Implementation of REF1 worksheets



## What have we been doing in Portugal?

**The EduFor Training Center is the Portuguese Partner of REF2.**

**The base team of this project, on the ground, is made up of SEN Staff from the Nelas Group of Schools.**

**This base team has already met with teachers from the 1st year to the 8th, inviting them to participate in the project.**

**In addition, there were several sessions to present the project, including events related to dyslexia.**

**Several activities related to reading and writing have already taken place: implementation of REF1 worksheets, creation of new worksheets, realization of library reading and collaborative reading activities.**

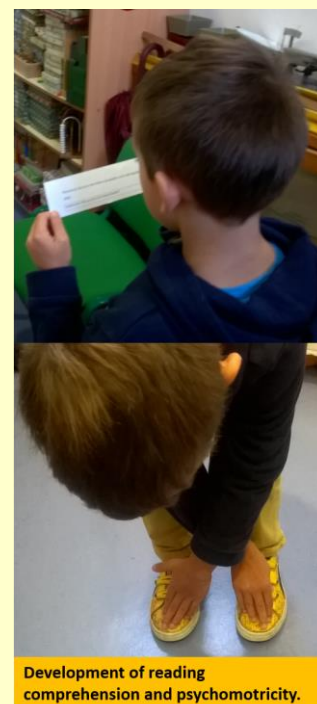
**Other activities have already been scheduled, including in regional reference libraries, but had to be canceled due to Covid-19.**

**A Seminar was also scheduled, as part of the commemoration of the Portuguese Author's Day, for May 21st, dedicated to teaching reading and writing, which has already been canceled (Covid-19) and has been postponed without a defined date.**

**Soon, a national website will be opened to integrate all these activities so that they can be made available for all teachers, at national level.**

**There have been several meetings between the members of the base team to create new activities and materials.**

**There were also meetings to prepare the Portuguese participation in the Training in Latvia and to decide on what to do after this training.**



Development of reading comprehension and psychomotricity.



The Director of the Group of Schools of Nelas attended the meeting.

December 18th and 19th | REF2 presentation to teachers from 1st to 8th grade



## REF2 | Contact us

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### **FACEBOOK:**

<https://www.facebook.com/readingeasefun/>

## We're on the Web!

Visit us at:

Soon...