

## Reading with Animation

**Hanne Pedersen<sup>1</sup>, Jette Hagelskjær<sup>2</sup>, Sanne Lindekilde<sup>3</sup>, Aase Holmgaard<sup>4</sup>**

<sup>1</sup>The Animation Workshop (Denmark), <sup>2-4</sup>VIA University College (Denmark), <sup>3</sup>Municipality of Viborg (Denmark)

[Hanne@animwork.dk](mailto:Hanne@animwork.dk)

### Abstract

According to a number of recent international evaluations of the reading competences of Danish school pupils, the development of reading comprehension competences is problematic for a large group of middle-grade pupils at the Danish Folkeskole (Mejding, J.: Rønberg, L., 2007). This article describes and presents the results of a recently completed case study focusing on this issue. The reading comprehension index<sup>1</sup> used in the article consists of the following components: word familiarity, macro-concepts, narrative elements, connections (inferences) and genre familiarity. These elements were made operational in the case study, and the reading comprehension competences of the children taking part<sup>2</sup> were tested at the beginning and end of the project. The test results reveal significant progress in reading comprehension competences with regard to all the above-mentioned components of the reading comprehension index. Based on these results, the article contains analysis, discussion and consideration of the issue of promoting the reading comprehension competences of children using animation pedagogics with a view to complying with the key-stage targets of the Danish Folkeskole and ensuring the acquisition of reading comprehension strategies.