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**Teacher education for literacy in Spain: The Reading to Learn approach to L1 and L2 reading and writing**

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Spain's students score low in international literacy assessments like PISA, and school failure and dropout rates are high (Fernández Enguita et al., 2010). These facts are connected in that low language proficiency, especially in reading comprehension, is a major cause of failure (Beacco, 2017). Meanwhile, in many regions of Spain, content and language integrated learning programmes are implemented in about half of schools, leading to an urgent need to address the development of awareness and skills for teaching subject-specific literacies (Coyle & Meyers, 2017) within teacher education programmes. We report on initiatives to train teachers in "Reading to Learn" genre pedagogy (Rose & Martin, 2012), applied to students' first and second languages, as a means for providing systematically organised opportunities to develop reading comprehension and proficiency in writing across the school disciplines. We analyse and discuss teacher-education experiences in developing understanding of this pedagogy among future primary school teachers, as well as some results of its application in schools, and consider future extensions to critical digital literacy skills.