

PAIRED READING

HOW YOU DO IT



*How adults can help
children to read better*

PAIRED READING is a very good way for adults to help with children's reading. It works really well with most children, and their reading gets a lot better. In addition, PAIRED READING fits in very well with the teaching at school, so children don't get mixed up. Most children really like it – it helps them want to read.

WHAT YOU NEED

BOOKS to choose from, at home or from school or the library.

The child can also choose newspapers, magazines, or other items they want to read.

The child should choose the book. Children learn to read better from books they like. Don't worry if it seems too hard. In PAIRED READING you help the child through the hard bits. The child will soon get used to picking books that aren't too hard.

If the child gets fed up with a book, and wants to change it, that's fine. Only read a book again if the child wants to.



TIME to do PAIRED READING. Try very hard to do some PAIRED READING every day. You only need to do 5 minutes each day, if you want. Don't do more than 10 minutes unless the child wants to carry on.

Don't make children do PAIRED READING when they really want to do something else.

If you haven't got time to do PAIRED READING for 5 minutes 5 days a week, others can help, such as other pupils or adults. They must do PAIRED READING in just the same way.



NEW WAYS of helping.

With **PAIRED READING**, the hardest things for adults to get used to are:

1. When the child gets a word wrong, you just tell the child what the word says. Then the child says it after you. You **DON'T** make the child struggle and struggle, or 'break it up' or 'sound it out'.
2. When the child gets words right, you smile and show you are pleased and say "good." You **DON'T** nag and fuss about the words the child gets wrong.

TALK

Show interest in the book the child has chosen. Talk about the pictures. Talk about what's in the book as the child goes through it. It's best if you talk at the end of a page or section, or the child might lose track of the story. Ask what the child thinks might happen next. Listen to the child – don't you do all the talking.



PLACE to do PAIRED READING.

Try to find a place that's quiet. Children can't read when it's noisy, or when there is lots going on.

Try to find a place that's comfy. If you're not comfortable, you'll both be shifting about. Then you won't be able to look carefully and easily at the book together.

You will need to sit side by side to look at the book together.



NOTES

It is a help for both child and school teacher to keep a note each day of what has been read, and how the child is going on.

There is a diary on the last page that you can use for this. If the child has done well, write this on the paper.

At the end of the week, the child can take the paper to show the teacher at school, and get some extra fuss for doing well. This helps to keep them keen.



HOW TO DO IT

PAIRED READING has 2 steps:

READING TOGETHER

You and the child both read the words out loud together. You must not go too fast. Make your speed as fast or as slow as the child's.

The child must read every word. If the child struggles and then gets it right, show you are pleased. But don't let the child struggle for more than 5 seconds.

If the child:

a) struggles too long, or b) struggles and gets it wrong

then you:

- 1) just say the word right yourself, and
- 2) make sure the child says it right as well.

Make sure the child looks at the words. It can help if one of you points to the word you are both reading with a finger. It's best if the child will do the pointing.

READING ALONE

When you are Reading Together and the child feels good enough, the child might want to read a bit alone. You should agree on a way for the child to signal to you to be quiet.

This could be a knock, a sign or a squeeze. (You don't want the child to have to say "be quiet", or the child will lose track of the reading). You go quiet right away.

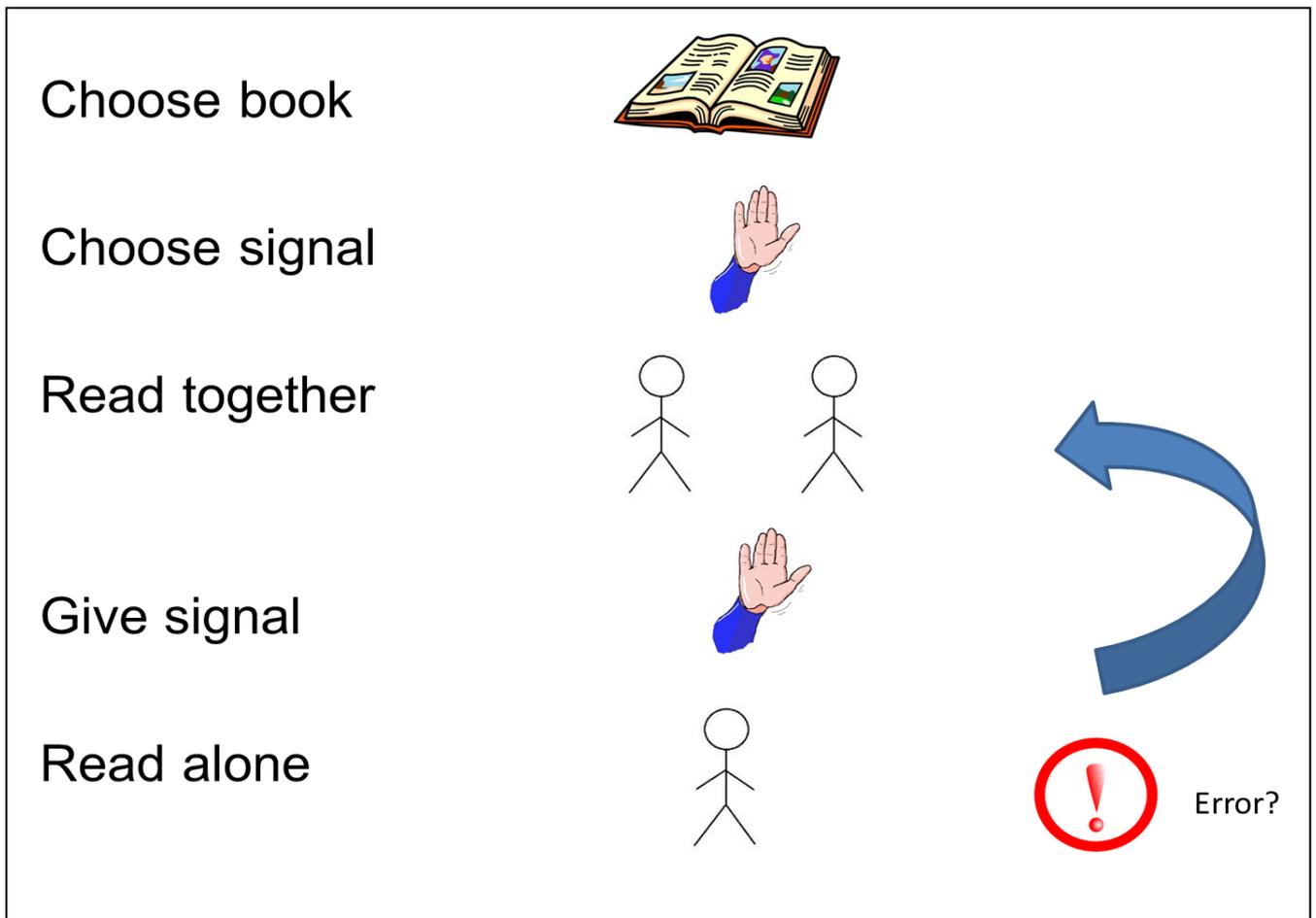


When the child struggles for more than 5 seconds, or struggles and gets it wrong, you read the word out loud right for the child. Make sure the child then says it right as well.

Then you both go on reading out loud together, until the child again feels good enough to read alone, and again signals to you to be quiet.

Try to make sure you stick to these “**Rules**”. When the child makes a mistake when **Reading Alone**, you must correct it and go back to **Reading Together**.

The child might ask for you only to give them the word they got stuck on – but that’s not what the “*Rules*” say!



PAIRED READING FLOW CHART

TUTOR

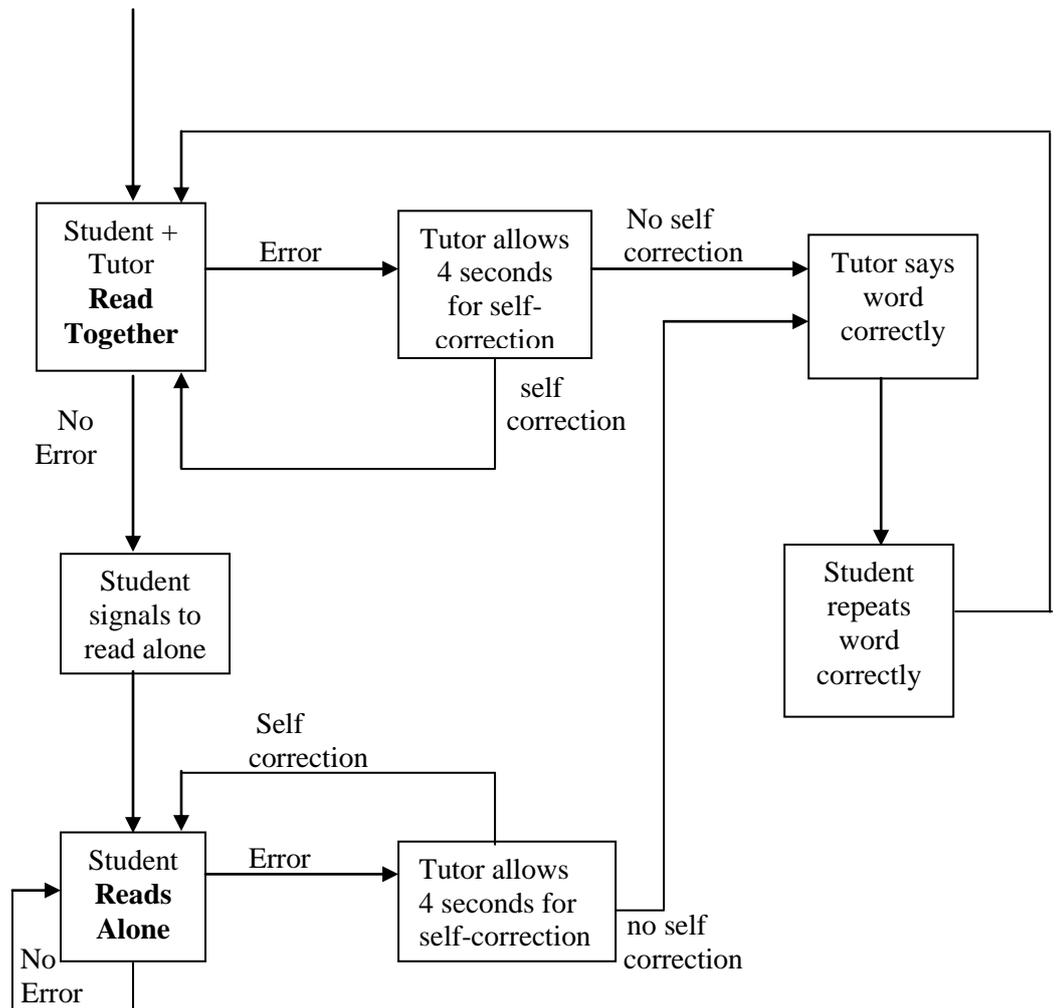
PRAISE

DISCUSSION

*FOLLOW
TEXT*

PRAISE

DISCUSSION



Dictionary of praise

If you feel you are writing the same comments each day, the next few pages may give some inspiration. They are split into:

1. Attitude
2. Effort
3. Accuracy
4. Comprehension
5. Reading style
6. General improvement
7. General praise



Attitude – what you feel about reading

- Animated!
- Believes in self as reader
- Couldn't wait to start
- Didn't want to stop
- Eager
- Impatient to start
- Increasing confidence
- Likes the book
- Loved the story
- Motivation better
- Positive in approach
- Trying hard to please
- Less apprehensive
- Reading much more than before

Effort – how hard you try at reading

- Absorbed
- Dedicated
- Determined to try
- Good effort
- Keeps trying hard
- Made a good effort
- Nearly read the whole chapter
- Persevering
- Persistence greater
- Putting a lot of effort in today
- Sustaining interest
- Tackling hard words
- Tried really hard
- Undaunted

Accuracy – reading words exactly right

- Attention to punctuation better
- Careful
- Did well to remember long words
- Fewer errors
- Great improvement in punctuation
- Hardly needed help
- Managed some tricky words
- More accurate
- Pronunciation better
- Recalling better
- Two pages with no mistakes

Comprehension – understanding what you read

- Asking more about meaning
- Discussion good
- Exploring books
- Getting a feeling for words
- Remembers 'story so far' better
- Stopped a lot to discuss
- Taking more of the story in
- Tries hard to understand
- Understanding more now
- Understood difficult words

Reading style – the way in which you read

- Alert
- Attention better
- Beginning to self correct
- Careful
- Concentration improved
- Confident
- Doubts self less
- Expression developing
- Fluency improving
- Has stopped rushing
- Hesitates less
- Keeps steady pace
- Notices punctuation
- Signalling well
- Tries hard words alone

General praise – good feeling words

- Absolutely brilliant today
- Becoming a super reader
- Delighted with 'X' tonight
- Definite improvement
- Doing nicely
- Fabulous!
- Gets carried away!
- A good attempt
- A good little reader
- Happy session
- Impressive
- Praised a lot today
- Pleasing
- Read better today
- Sparkling reading!

General improvement

- Achieved a lot today
- Best ever
- Blossoming
- Catching on to reading
- Finding book quite easy
- Getting better each time
- Improving bit by bit
- Making great strides
- Mastering reading
- Overtaking me!
- Picking it up well
- Progressing well
- Reading beautifully
- Showing promise
- Turned the corner
- Very competent



Prompt questions

At the start:

- Talk about the book the child has chosen
- Recap what happened last time
- What does the child think will happen next?

At the end:

- Did they like the book?
- Would they choose a book by the same author/subject again?
- Did they expect what happened to happen?
- What was their favourite part?
- Did they like particular characters? Why? Why not?

