

Paired Reading

What is Paired Reading?

Paired reading is a simple yet very effective way of improving your reading. It helps to improve your basic reading skills (i.e. the ability to read words quickly and accurately) and your ability to understand whatever is being read.

It is one of the most well-supported evidence-based literacy interventions available. The approach has been developed and evaluated by Prof. Keith Topping (Department of Psychology, Dundee University), and is used by schools across the UK and in other countries.

Benefits and outcomes shown in research

- Developed reading accuracy and comprehension skills
- Increased self-esteem.
- Improved social skills
- Increased knowledge about learning how to learn.
- Improved attendance.
- Improved attitude to school.
- Positive psycholinguistic outcomes affecting reading style and language skills.
- Improvements in emotional and motivational aspects of learning.
- Tutees (Readers) confident in peer relationships and with more enthusiasm for reading had greater reading gains.
- Tutors (Helpers) made the same or more progress as tutees (Readers).

How to do Paired Reading - summary

Before Reading

Time and Place

- 5 minutes a day, 5 days a week or 2-3 times per week for up to 15 minutes, for 6-10 weeks initially.
- Find the quietest place you can sit comfortably side by side – so you both can see the book easily.

What to read

- The Reader chooses what to read - books, magazines, newspapers, poems, websites. The text must not be too hard for the Reader and Helper both to read (ask the teacher if not sure).

Talk

- For a new book – about the front cover, the illustrations, what they already know about the book, what it might be about.
- If it's not a new book – what happened last time?

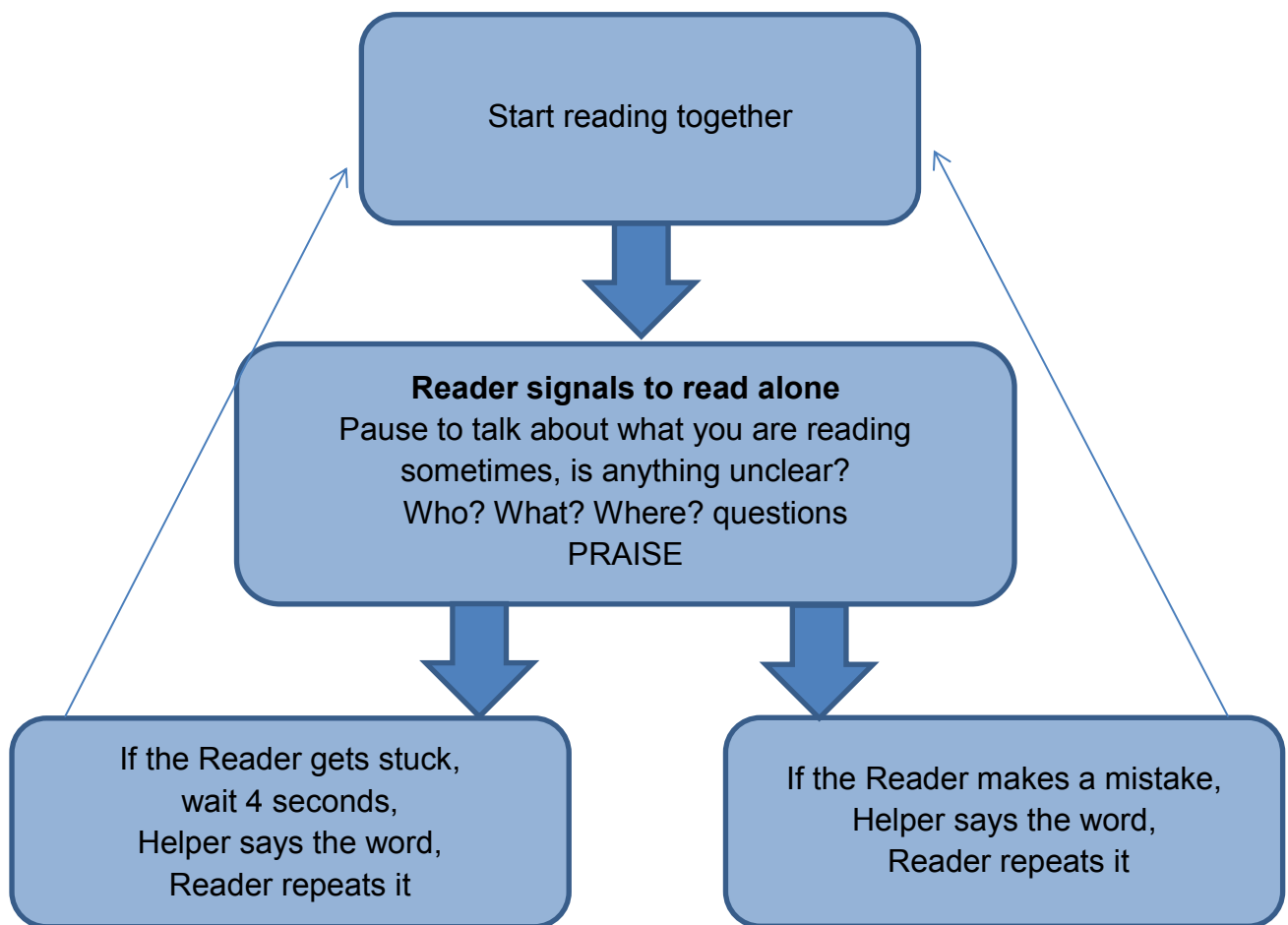
During Reading

- Both start reading together, at the pace of the Reader.
- When the Reader is ready, he or she makes a simple signal to the Helper that they want to read alone.
- If the Reader gets stuck, the Helper waits for up to 4 seconds and then tells them the correct word. The Reader repeats the word, then both carry on reading together.
- If the Reader makes a mistake, the Helper tells them the correct word. The Reader repeats the word and then both carry on reading together.
- When the Reader is ready, he or she makes the simple signal to the Helper that they want to read alone.
- The Helper praises the Reader when they are doing well.
- Every so often, pause to ask questions, look at illustrations and discuss interesting points or words in the text. Question should be open, using words like "Who", "What" and "Why" - open questions help you avoid short yes and no answers.

After Reading

- Talk about what you've read – summarise what happened, was there anything you didn't really understand? What do you think will happen next?
- Fill in the Reading Record together.
- Do other activities, e.g.
 - *Make up quizzes for each other.*
 - *Draw or make models of the characters or setting.*
 - *Use the internet to find out about the author.*
 - *Create a poster advertising the text you have read.*
 - *Compare your opinions - would you recommend what you have read to others?*
 - *Design a cartoon strip about the character.*

Paired Reading summary



Paired Reading Reading Record

Reader: _____

Helper: _____

Discuss and write down feedback about:

A: Attitude to reading (how the readers feel about reading and if they have liked it)

B: Effort (how hard the readers have tried with their reading)

C: Skills (what the readers have done when reading which shows they are getting better

Accuracy (reading words exactly right)

Comprehension (understanding what you read)

Style (improvements in the way you read)

D: General (group of praise words that are shorter and more general – handy if you are in a rush)

Date	Book/text	Feedback