

Paired Reading

Essex Educational Psychology Service

‘working with others to help children and young people get the most out of their lives’



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Outcomes

Part A (today) 1 ½ hours

- To know more about Paired Reading
- To know how to set up and monitor an intervention programme of Paired Reading

Part B (check date) 1 hour

- To review how the implementation has been going and make future plans



Outline of session

- The purpose of Paired Reading
- How to do Paired Reading: Who, When, What
- Benefits and evidence for effectiveness
- Practical demonstration
- Helpful hints
- Putting it in place



The purpose of Paired Reading

An evidence-based intervention that helps improve

- Reading accuracy
- Reading comprehension
- Reading confidence



What is Paired Reading?

- A 'scaffolding' approach in which a Tutor (Helper) and Tutee (Reader) begin by reading aloud together, and the Helper gradually withdraws and leaves the Reader to read aloud alone
- Techniques are specified for intervening when the Reader falters or makes an error, and praise is given regularly
- Y1 upwards, short daily sessions
- Helper can be an adult, older pupil, or more skilled reader than the Reader



Evidence-base for Paired Reading

- “This is one of the simplest schemes yet devised, and the subject of one of the largest evaluations” (systematic research review by Prof. Greg Brooks, 2013, “What works for children and young people with literacy difficulties?”)
- A number of studies have reporting significant gains in reading accuracy and comprehension scores (e.g. Topping 1990, Topping and Lindsay, 1992, Topping 2011)
- Positive impact on socio-emotional outcomes (Miller et al, 2010)
- Ongoing work by Prof. Keith Topping,
Department of Psychology, University of Dundee



Before reading: What to read

- The Reader chooses what to read
- Books, newspapers, magazines, poems, websites
- From home, school or library
- Any standard of difficulty (but not too hard for the Reader and Helper both to read - can ask an adult if not sure)
- Leave a book whenever you like



Before reading: When to read

Little and often

- 5 minutes a day
- 5 days a week
- For 6 to 10 weeks initially
- Not more than 15 minutes a day unless the Reader insists
- Other adults and older pupils can help – in the same way

Before reading: Where to read

- Find the quietest place you can
- Find somewhere comfortable
- Sit side by side – so both can see the book easily

Before reading: Talk

The Helper should show interest in the book

For a new book talk about e.g.

- The front cover and back cover
- The pictures
- What it might be about
- Anything you know about the book already

If it's not a new book e.g.

- What happened last time
- What you think of it so far



During reading: Reading together

- The Helper and the Reader **both read all the words out loud together**
- Do not go too fast – **match** speed to the Reader
- The Reader **must** read every word
- Some pupils don't look carefully enough especially when reading tricky words - pointing to words can help



During reading: Reading alone

- When the Reader feels confident enough, he/she might want to read a bit alone
- Agree on a signal the Reader will make for the Helper to go quiet (a tap, knock, nudge, squeeze)
- On the signal, the Helper goes quiet straight away and the Reader reads out loud alone
- When the Reader meets a word they can't read correctly within 5 seconds
 - ✓ correct the word
 - ✓ then the Helper joins back in with reading together
- When the Reader again feels confident enough to read alone, the Helper signals again, and so on



During reading: Talk

- 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. Questions should be open, using words like “Who”, “What” and “Why” - open questions help you avoid short yes and no answers



Step 1. Reading together

Reader chooses reading material within Helper's readability level



Helper and Reader read together at a steady pace, set by the Reader



Correct reading



Praise



Any Reader error or no response
within 3 or 4 seconds



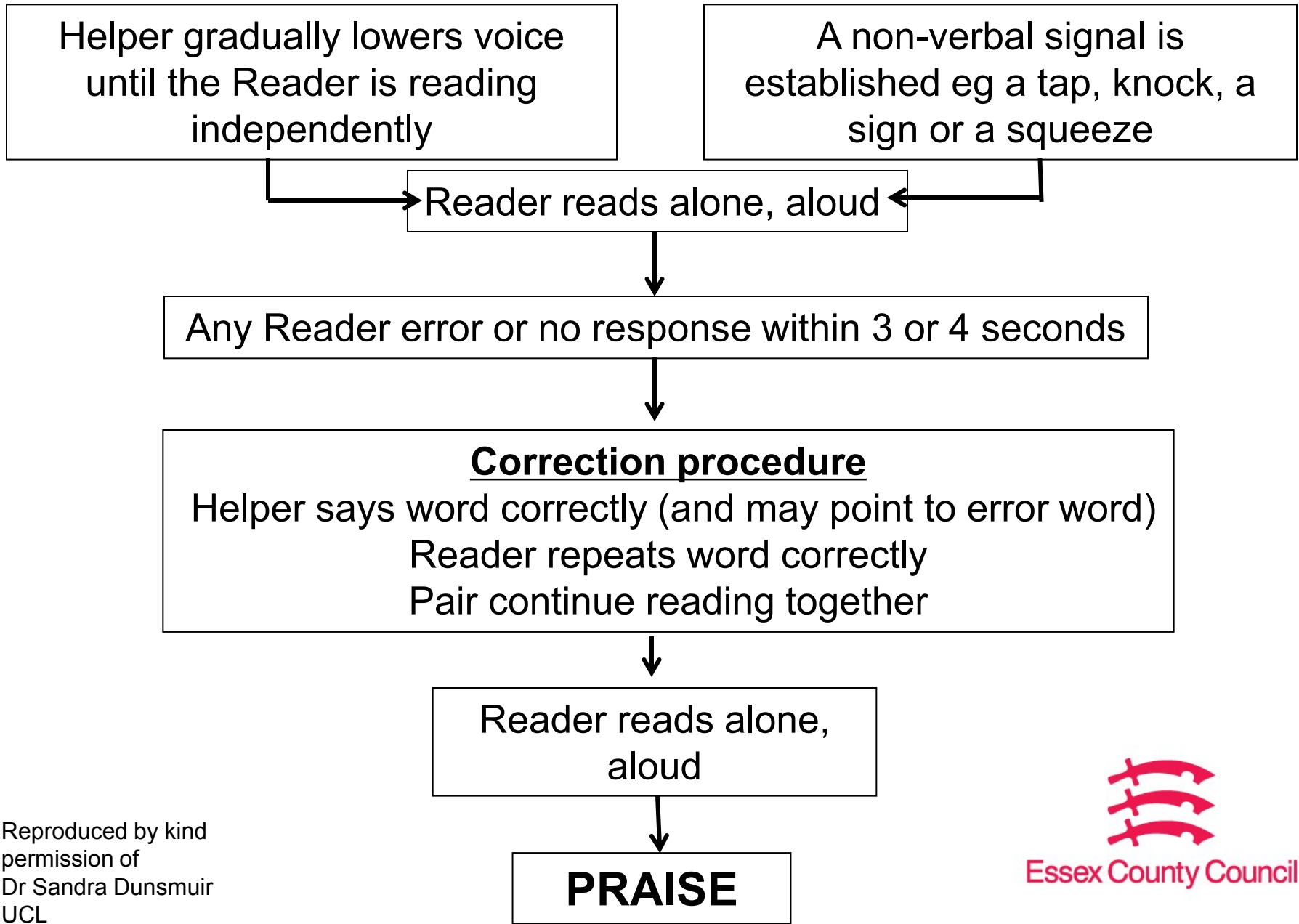
Correction procedure

Helper says word correctly (and may point to error word)
Reader repeats word correctly
Pair continue reading together



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Step 2. Reading alone (agree procedure)



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?

You can also

Fill in the Reading Record together, with specific, positive feedback about

- Attitude to reading (how the Readers feel about reading and if they have liked it)
- Effort (how hard the Readers have tried with their reading)
- Skills (what the Readers have done when reading which shows they are getting better e.g.

Accuracy (reading words exactly right)

Comprehension (understanding what you read)

Style (improvements in the way you read)

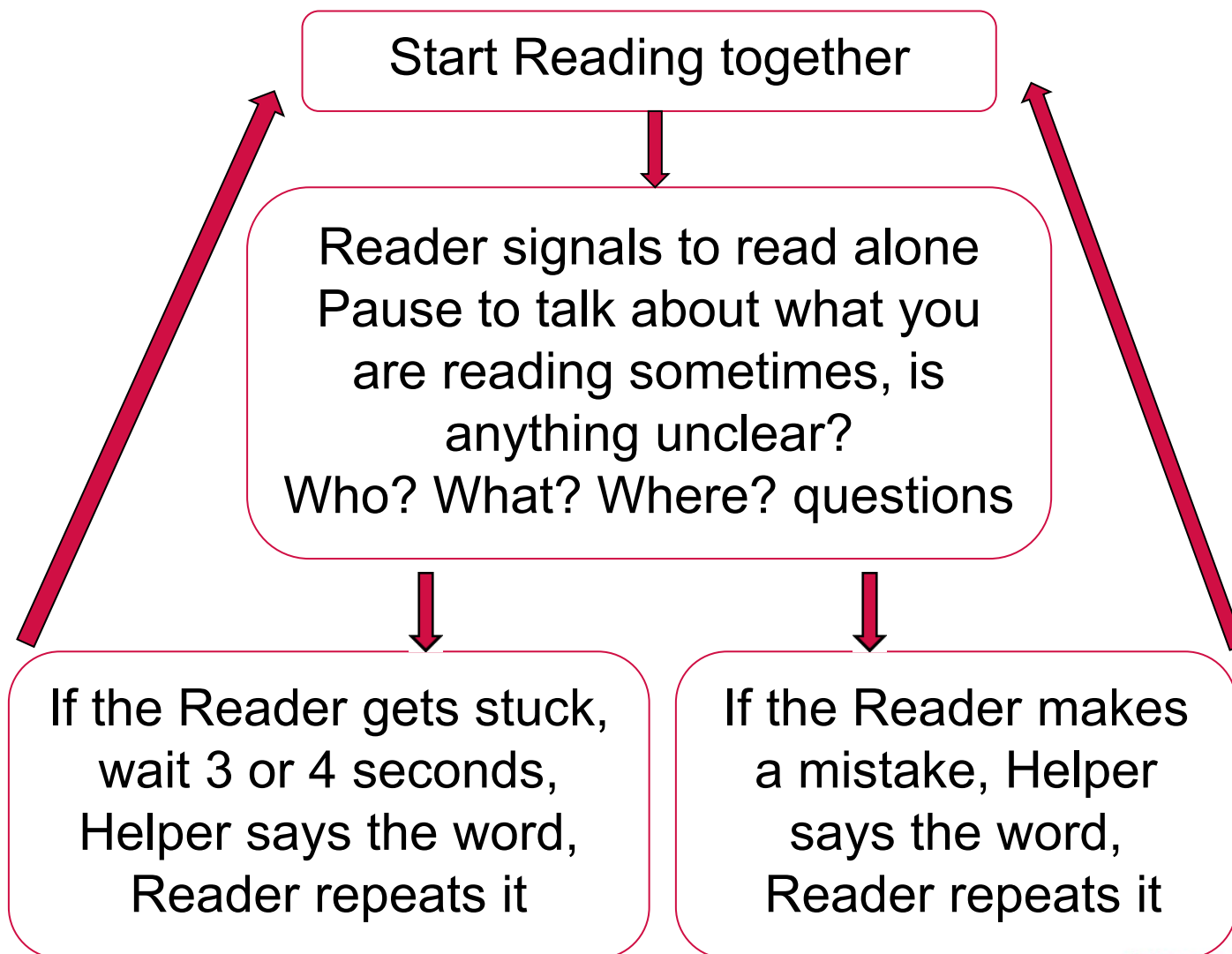
After reading

Just for fun, you could also do other activities if the Reader wants, 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



Summary



Practical Demonstration

Get into pairs

- Use the text and handout provided
- One person take the role of Reader and the other as Helper
- Follow the Paired Reading structure

Group discussion: What did you find worked well? What was more difficult?

Now change roles, do some more Paired Reading, and again discuss how you found it



Benefits of Paired Reading

- Success is praised and failure is not evident
- Access to chosen text enhances enjoyment
- The Reader is simultaneously able to relate auditory and visual information in relation to whole words
- The expression and meaning awarded by the Helper leads to increased comprehension



Benefits of Paired Reading

- Can be used by non-professionals with a minimum of training (e.g. peers and parents)
- It is quick: 5 to 10 minutes every day will suffice
- It releases pupils from the burden of decoding - facilitates comprehension
- An approach which can be used in conjunction with more analytical methods , such as phonics
- A well-evaluated intervention



Setting up Paired Reading

Discuss and agree

- Who? (any further training needed?)
- When?
- Where?
- What? (texts)
- Pre- and post- assessment (to evaluate implementation and impact)?
- Review plans (by staff/EPS)?
- Highlight date of Part B workshop



Paired Reading

Part B

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Outcomes

Part A (previously)

- To know more about Paired Reading
- To know how to set up and monitor an intervention programme of Paired Reading

Part B (today)

- To review how the implementation has been going and make future plans



Outline of session

- Review the Paired Reading procedure
- Review how it has been going
- Practical Demonstration
- Agree next steps



Review of Paired Reading

- A reminder of how it's done...



Review of how it has been going

- Who has been doing Paired Reading? How have the pairings worked?
- When has this happened? How have the timings worked? 'Little and often' been possible consistently?
- Where? How has the location worked?
- What? How have the texts used worked?

What else has been working well and not working so well?

How have we measured impact?

What do results tell us?



Activity

An opportunity to review our practice...

Get into pairs

- Use the text and handout provided
- One person take the role of Reader and the other as Helper
- Follow the Paired Reading structure

Group discussion: What did you find worked well? What was more difficult?

Now change roles, do some more Paired Reading, and again discuss how you found it

Is everyone doing Paired Reading consistently?



Next steps...

What needs to happen next?

What will stay the same?

What needs to change?

Agree next steps (www) and when they will be reviewed...

What	Who	When

