

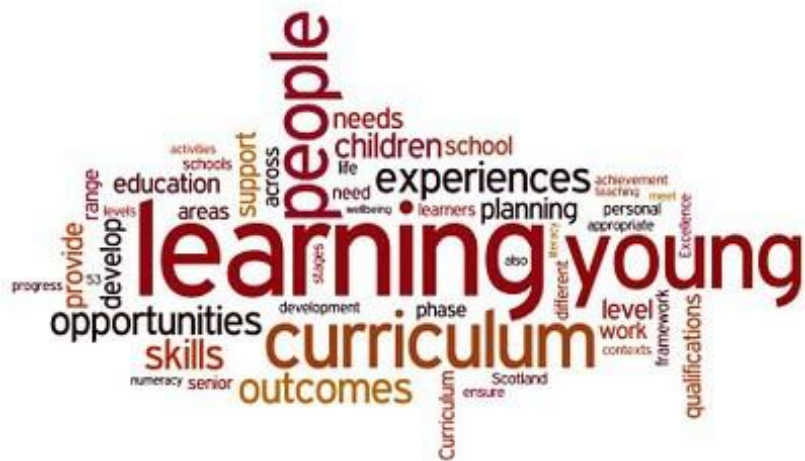
Take a look

- To hear what pupils, parents/carers and teachers have to say about Paired Reading watch : <https://youtu.be/RG-ZUcDeL48>
- To see what Paired Reading looks like in action watch : <https://vimeo.com/108470215>

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Education Resources

Cambuslang/Rutherglen Education Area

Specialist Support Service

Paired Reading Advice for Parents/Carers and Staff

Supporting SLC's Frameworks for
ASN of Children and Young People and Inclusion :
Staged Intervention -
Supports/Strategies Checklist

Why Paired Reading?

- Research shows that Paired Reading can encourage children to read more independently and become more positive about reading in general.
- Children's confidence and self-esteem can also be boosted when you give them praise and one-to-one time.
- Paired Reading can support a child's motivation in school, enjoyment of reading and enthusiasm for learning.
- Reading can be beneficial to children's wellbeing and help them have a happy, healthy outlook on life.

What do you need? How do you start?

- The child/pupil should choose the book. Children learn to read better from books they like. If the child/pupil gets fed up with the book, and wants to change it, that's ok. Don't worry if it seems too hard. In Paired Reading, you help the child/pupil through the hard bits. The child/pupil will soon get used to picking books that aren't too hard.
- Paired Reading can be a way of giving homework support; but Paired Reading can be just as effective when you read different texts like magazines, newspapers, non-fiction books, appropriate websites, blogs and comics.
- Choose a time when the child/pupil is alert and not too tired.
- Find a place that's quiet, getting away from the TV, or turning it off.
- Get comfortable and sit side by side.
- Start by talking about the book, like the front cover, the pictures and the author.
- Decide on a signal. This could be a knock, a sign or any other agreed signal. When the child/pupil gives you the signal, let them read aloud on his or her own.

How do I do Paired Reading?

- Start by reading together at the same pace. Let the child/pupil determine this.
- If the child/pupil makes a mistake, give him/her about 4 seconds then say the word and ask him/her to repeat it back to you.

- When the child/pupil signals, you stop reading out loud.
- Sooner or later the child/pupil will get a word wrong. Again, you read the word for the child/pupil and he or she repeats it. Then you both go on reading out loud together again, to get back into a flow.
- Soon the child/pupil will feel ready to read alone and again signal you to be quiet.
- Every so often pause and ask questions like 'who', 'what' and 'why' and look at the illustrations to discuss interesting points or words in the text.
- You will read together more on difficult books, less on easy books.

Remember to...

- Smile and show you are pleased.
- Praise often while the child/pupil is reading; just a quiet reassurance they are doing well.
- Show interest in the book.
- Relax and have fun!

getting
it right
for every child

What else?

- A little and often approach is best. 5-15 minutes per day and 3-5 times per week works well.
- On a difficult book, or when the child/pupil is tired or not concentrating well, pointing at the words might help. Sometimes you both can point together, but it's better for the child/pupil to do it.

Who could be a Reading 'Tutor'?

- Parents/Carers/parent volunteers
- Grandparents/older family members
- School Support Assistants/Teachers
- Older school children (Ed Psych suggests an age gap of 2 years or more: P4/P6 ; P5/P7 ; S1/S3) – There is also a benefit for the Reading Tutor as it can develop reading accuracy and confidence in reading.