

What are the benefits of Paired Reading?

TUTEE	TUTOR (CHILD)
Improved reading fluency and comprehension	Improved speaking and listening skills
Increased confidence	Development of interpersonal skills
Improved attitude towards reading for pleasure	Positive attitude towards reading for pleasure
Positive 1:1 interaction	Increased sense of belonging

Paired Reading is a cost-effective approach to supplement high-quality teaching and improve reading attainment.

Many parents say Paired Reading improved their child's self-esteem and co-operation at home.

For more information

To find out more about Gloucestershire Educational Psychology Service and see more of our leaflets for schools:



www.gloucestershire.gov.uk/education-and-learning/educational-psychology-service-eps



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Acknowledgements

National Literacy Trust

Topping, K. (2014). Paired Reading and Related Methods for Improving Fluency. *International Electronic Journal of Elementary Education*, 7(1), 57-70



Gloucestershire
COUNTY COUNCIL



PAIRED READING

A GUIDE FOR SCHOOLS



School Guide



What is Paired Reading?

Paired Reading is an evidence-based strategy designed to develop reading confidence and independence in children. It is a form of supported oral reading which enables children to access texts of appropriate challenge.

This approach involves a skilled reader (the tutor) supporting another developing reader (the tutee) and can be carried out in different partnerships:

- Teacher or TA and pupil
- Cross-age tutoring between pupils
- Parent and child

It promotes enjoyment through pace and fluency by not focusing on mistakes and providing encouragement.

Practical Considerations



Three sessions a week for at least six weeks will allow participants to build fluency with the technique and time to see improvements.



Sessions as short as 10 minutes can be effective in raising reading attainment.



Provide a variety of engaging reading materials to motivate children e.g. storybooks, comics, recipes, leaflets and websites.

Implementing Paired Reading in your school

- ✓ **Define goals and objectives** based on pupil needs.
- ✓ **Carefully pair the tutee and tutor**, considering factors such as shared interests and social dynamics.
- ✓ **Plan regular sessions** in a quiet space.
- ✓ **Provide training for tutors** on the technique and how to support tutees, provide feedback and maintain engagement.
- ✓ **Monitor and evaluate progress** using ongoing assessments and data.
- ✓ **Foster a supportive culture** that values reading and celebrate successes.
- ✓ **Reflect on and adjust the programme** based on feedback and outcomes.

The five-finger method

The tutee's chosen text should have no more than five new words to a page to ensure success. To check the suitability of the text, you could use the five-finger method.

1. Choose a page of text to read.
2. Begin reading with one hand open.
3. Each time an unknown word is encountered put a finger down.
4. If all five fingers are down, the text is probably too challenging.



How to do Paired Reading

- Choose a suitable text with the tutee.
- Sitting side-by-side, discuss the text together to predict what it might be about.
- Agree on a non-verbal signal (e.g. tap or knock) for when the child is ready to read alone.
- The tutee and tutor begin reading together with the tutee in control of turning the pages, following the text with their finger and setting the pace.
- When the tutee is ready, they use the agreed non-verbal signal to start reading alone. The tutor should stop reading and offer frequent praise and encouragement.
- If the tutee stalls, the tutor should pause for 2-4 seconds to allow for self-correction. If needed or an error is made, the tutor reads the whole word and the tutee repeats it rather than sounding out.
- Return to reading together until the tutee signals readiness to read alone again.
- After reading, allow time to discuss the text and ask questions.