

# 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.

School will tell you about the libraries. 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.

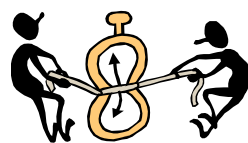
If the child gets fed up with a book, and wants to change it, that's fine. Only read a book again if the child wants to.



**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 15 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.

It's often harder for parents to learn new ways than it is for children:

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!

# Home Reading Record Sheet

Name .....

DAY	BOOK CHOSEN	Time Spent	With Whom?	COMMENTS
Monday Tuesday Wednesday Thursday Friday Saturday Sunday				
Teacher's comments				Signed: Date:
Monday Tuesday Wednesday Thursday Friday Saturday Sunday				
Teacher's comments				Signed: Date:
Monday Tuesday Wednesday Thursday Friday Saturday Sunday				
Teacher's comments				Signed: Date:
Monday Tuesday Wednesday Thursday Friday Saturday Sunday				
Teacher's comments				Signed: Date: