

Sheet 1

Paired Reading Club booklet

Introduction

Being able to read fluently, understanding what we read and making few mistakes is important both at school and in our everyday lives.

Like all skills, reading can be improved with practice: the Paired Reading Club meets twice weekly on a Tuesday and Wednesday between 1.15 and 1.35pm to provide this practice.

The Paired Reading Club is not meant to take the place of school teaching. Rather it provides a framework for the extra practice which thorough learning requires.

In the next few pages you will find details of how you can help to improve a child's reading performance. Reading should be fun and we hope that you and your first year pupil/partner enjoy taking part.

You can use one of two techniques (or a mixture of the two) when reading with your S1 partner:

- (1) Listening and correcting any mistakes.
- (2) Reading along with your first year pupil.

Whichever technique you use, the following FIVE recommendations are the same:

1. Stick to a regular routine.

(a) Attend regularly on Tuesday and/or Wednesday between 1.15 and 1.35 pm. Remember to have your name ticked off in the Attendance Register.
Remind your S1 reader to do the same.

(b) Choose any appropriate book from the Paired Reading Room. S1 pupils store their book in their own numbered Paired Reading Box in the Paired Reading Room.

2. Practise in a quiet place.

Having peace to read is very important. You can choose to read in any room in the English Department corridor or in the Paired Reading Base.

3. Always show your interest.

Knowing that you are interested will make your first year reading partner try his/her hardest. Receiving your undivided attention is very rewarding for them. You can make a significant difference.

Sheet 2

FIVE recommendations continued:

4. Praise fluent reading.

If your first year reading partner is reading well, be sure to say that you've noticed by giving the occasional "good" or "well done", smiling or nodding.

You are responsible for assessing your partner's reading performance as well as their effort and behaviour. When using the Paired Reading Assessment Sheet, reward your partner with good grades and award stickers for consistently good performance.

5. Ask questions and get involved.

Reading well involves understanding as well as fluency. To see if what's just been read has been "taken in", ask a few questions at the end. Again, praise correct answers, but don't let them feel too disappointed when they're wrong.

From time to time read part of the book to the pupil. This will encourage more expressive reading.

Paired Reading Method A:

Listening and not reading at the same time

1. Give help when necessary. Help is needed when a child :

- (a) is struggling with a word
- (b) says a word incorrectly
- (c) misses a word out
- (d) puts in a word that's not printed.

If your first year pupil cannot say a word, help him/her by giving the first part, and if that fails then give him/her the whole word. Ask him/her to repeat it before going on.

The same applies to a word which is said wrongly or missed out.

If an extra word is put in, point this out.

2. Don't be a harsh critic.

When you need to give help, do so in friendly way so that the pleasure of reading is not lost. Don't go over and over a mistake.

Sheet 3

Paired Reading Method B:
Reading along with your first year pupil

If you decide to read along with your first year reading pupil:

1. Read the story aloud with your first year pupil/partner.
2. Point to the words as you read (you may wish to use a marker).
3. Go at the child's pace: read as fast or as slowly as your first year does and avoid the temptation to take over the lead yourself! If you can, adjust the pace of your reading to be always a fraction of a second behind your first year's voice. Look at the example below:

Child: "The blue train stood behind the e.....ngine."

Student Reader: "The blue train stood behind the engine"

This may take practice, but it will help you to read at the child's pace.

4. Be patient with your first year reading partner. Don't tell him/her off for making a mistake, just keep on reading and encourage him/her to join in.
5. As your first year reader gets more confident lower your voice then drop out altogether, but come back in if he/she makes a mistake.
6. You have finished a book when your first year reader can read through it on his or her own OR when he or she is bored with it.
7. After a while your first year pupil may want to read to you. When this happens, you should still sit closely together and follow each word on the page. Try to follow this procedure!
8. Ask your child to make a small "sign" - perhaps by knocking on a table or tapping the book - whenever he or she wants to read aloud alone. You should still follow the words on the page. When your child wants you to join in again, he or she makes the same "sign" and you carry on reading again.

Sheet 4

The Paired Reading Club Assessment Sheet

Every time your first year reader attends on a Tuesday and Wednesday (1.15-1.35) you (or your senior school partner) are responsible for the filling in of his/her Paired Reading Club Assessment Sheet.

Look at the section taken from the assessment sheet below:

<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Day</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Date</div> <p>Title of book:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Page no (began today):</p> <p>Page no (finished at today):</p>	<p style="text-align: center;">Student/Adult Assessment</p> <p>*Reading Grade (A-D) <input style="width: 40px; height: 20px;" type="text"/></p> <p>Comment:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>*Effort/Behaviour Grade (1-4) <input style="width: 40px; height: 20px;" type="text"/></p> <p>Comment:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Student/Adult signature:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	<p style="text-align: center;">Pupil Assessment</p> <p>Enjoying book:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Yes</td> <td style="width: 25%;"><input style="width: 20px; height: 20px;" type="text"/></td> <td style="width: 25%;">No</td> <td style="width: 25%;"><input style="width: 20px; height: 20px;" type="text"/></td> </tr> </table> <p>Finding reading:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Easy</td> <td style="width: 25%;"><input style="width: 20px; height: 20px;" type="text"/></td> <td style="width: 25%;">Difficult</td> <td style="width: 25%;"><input style="width: 20px; height: 20px;" type="text"/></td> </tr> </table> <p>To improve my reading I need to:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	Yes	<input style="width: 20px; height: 20px;" type="text"/>	No	<input style="width: 20px; height: 20px;" type="text"/>	Easy	<input style="width: 20px; height: 20px;" type="text"/>	Difficult	<input style="width: 20px; height: 20px;" type="text"/>
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Grade	Explanation of Reading Grades		
A	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 1.Lots of reading done. 2.Understands all that he or she has read. 3.Confident reader. </td> <td style="width: 50%; border: none;"> 4.Reads correctly and at good pace (speed) 5.Good expression. </td> </tr> </table>	1.Lots of reading done. 2.Understands all that he or she has read. 3.Confident reader.	4.Reads correctly and at good pace (speed) 5.Good expression.
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B	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 1.Above average amount of reading done. 2.Understands most of what is read. 3.Fairly confident reader. </td> <td style="width: 50%; border: none;"> 4.Reads fairly correctly and at fairly good pace 5.Fairly good expression. </td> </tr> </table>	1.Above average amount of reading done. 2.Understands most of what is read. 3.Fairly confident reader.	4.Reads fairly correctly and at fairly good pace 5.Fairly good expression.
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C	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 1.Average amount of reading done. 2.Understands some of what is read. 3.Some confidence. </td> <td style="width: 50%; border: none;"> 4.Reads some words correctly, but too quickly. 5.Fair expression. </td> </tr> </table>	1.Average amount of reading done. 2.Understands some of what is read. 3.Some confidence.	4.Reads some words correctly, but too quickly. 5.Fair expression.
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D	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 1.Little reading done. 2.Understood little of what is read. 3.Little confidence. </td> <td style="width: 50%; border: none;"> 4.Reads few words correctly. 5.Little expression. </td> </tr> </table> <p>*Please inform Mr Maiolani if a "D" grade is given.</p>	1.Little reading done. 2.Understood little of what is read. 3.Little confidence.	4.Reads few words correctly. 5.Little expression.
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Sheet 5

Grade	Explanation of Effort / Behaviour Grades
1	Reading partner (pupil) tried really hard and behaved excellently.
2	Reading partner (pupil) tried hard and behaved really well.
3	Reading partner (pupil) tried and behaved reasonably well.
4	Reading partner (pupil) put in little or no effort and behaviour caused concern. *Please inform Mr Maiolani if a “4” grade is given.

The Paired Reading Club Assessment Sheet continued.

In the **left hand column/section** you are required to note the date, title of book being read and page number (began and finished).

In the **middle column/section** “Student/Adult Assessment”, using the criteria on the back of the assessment sheet, write down a **Reading Grade (A-D)** and comment. Using the criteria on the back of the assessment sheet, please also write down an **“Effort/Behaviour” Grade (1- 4)**.

Your decision about the grades to be awarded should be based on the pupil’s performance that day and on the criteria on the back of the assessment sheet.

Grades are totalled regularly (along with attendance) in order that parents/guardians, teachers etc can be regularly informed about progress via letters and reports and at the end of the session Paired Reading Certificates are awarded.

Please help and encourage your first year pupil to complete the right hand column/section.

To motivate your pupil further and reward consistently good performance, please also award stickers and ask for other incentive material (mini certificates) that you can then sign and award your partner.

Having read the above if you are interested and wish to be a part of a successful team please complete the “Volunteering a Day” sheet and return it to Mr. Maiolani as quickly as possible.

Your contribution/participation is much needed and greatly valued by the children.