

From mountain to sea

Information for Parents Paired Reading

What is it?

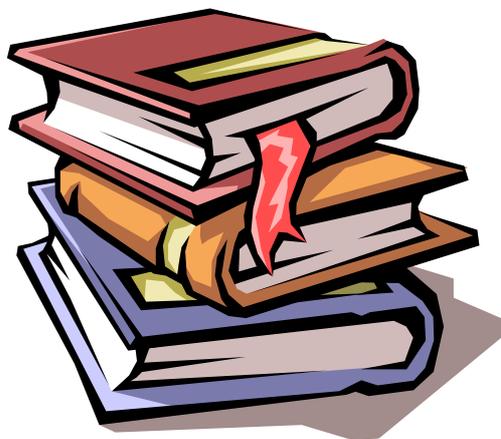
- Paired Reading is an enjoyable way of helping your children with their reading
- Paired Reading involves two people, **you** and your child who is trying to improve their reading (Reader)
- Paired Reading supports children as they begin to read and helps those who feel worried about reading

How often do we work together?

- You can do paired reading as often as the child would like to.
- 3 times a week for 15 minutes each time will support the child well

How will we know which book to choose?

- The school will provide a selection of books which should be about your reader's level
- With more difficult books (half a page or more of text) you can use the '5 Finger Test'. Ask your reader to put his/her fingers on the text and read the 5 words they see. If they struggle with this then the book is probably too hard for them





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Paired Reading – How do we do this?

Choosing the book

- ❑ Let your **child** choose a book (or you may use their reading book)
- ❑ Talk about the book – **you** should look at the cover and say, “What do you think this book will be about?” “Why did you choose this book”

Starting to Read

- ❑ You and your child say the words together at the same time
- ❑ Agree on a signal your **child** will make when he/she wants you to go quiet
- ❑ On the signal you become quiet straight away and your child reads out loud on their own

What happens if my child gets stuck on word?

- ❑ If he/she gets stuck on a word – Wait 4 seconds – if they do not get the word you should tell them
- ❑ If your child says the wrong word, then simply say the correct word and your child must then say it correctly
- ❑ After this carry on reading **together** until your child gives the signal for you to be quiet again

What do we do when we finish reading?

- ❑ Talk about the book – you might say-
 - Did you enjoy this book?
 - What was your favourite bit?
 - What do you think will happen next?

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Things to remember

- ❑ **Never** try to do reading when you are in a hurry or are pre-occupied
- ❑ Smile
- ❑ Always be aware of your body language – keep it positive
- ❑ Let your child know they are doing well. Praise them for good reading of hard words/ putting words right before you do
- ❑ Reassure them
- ❑ Enjoy your time – if you think reading is boring so will they!!
- ❑ Be specific with your praise – highlighting what exactly your child did well. E.g. 'I know you found this book more difficult today but I think it was great the way you kept going'

What to Praise

- ❑ Important that you praise your child when you are reading with them
- ❑ It can be useful to keep a reading record of your paired reading time
- ❑ You can write something in the record about how well your child has read that day –it might just be in the homework diary!
- ❑ After your reading session look at the dictionary of praise together and agree on words that seem to describe the reading for that day

Here are some areas you can highlight when you are praising your child:

- ❑ **Attitude** – how you and your **child** feel about the reading session
- ❑ **Effort** – how hard you and your **child** think you have been trying during the reading session
- ❑ **Skills** -what you and your **child** think has been achieved in terms of:
 - Accuracy – how well they have read the words?
 - Comprehension –how well they have understood the story?
 - Style – the way the person reads
- ❑ **Standard of Reading Overall** –how well they are reading overall or have shown improvement



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Dictionary of Praise

Attitude

Positive approach	Trying to read more
Working well	Enjoying the story
Trying hard	Motivated to read

Effort

Good effort	Doesn't give up easily
Willing to tackle hard words	Willing to chat about the book
Fabulous	Determined to finish the book/ chapter

Skills

Accuracy	Comprehension	Style
Careful reader	Tries hard to understand	Confident reader
Fewer mistakes	Good memory of what has happened in story so far	Reading flows well
Remembering more words	Able to discuss story well	Reading is now much clearer
Able to read some difficult words	Good understanding of some difficult words	Remembers to pay attention to punctuation
Taking more care with reading	Confident in discussing what story is about	Reads nearly all the book alone

Standard of Reading Overall

Fabulous	Smashing
Much better	Very good
Great improvement	Excellent

