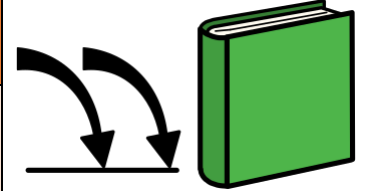
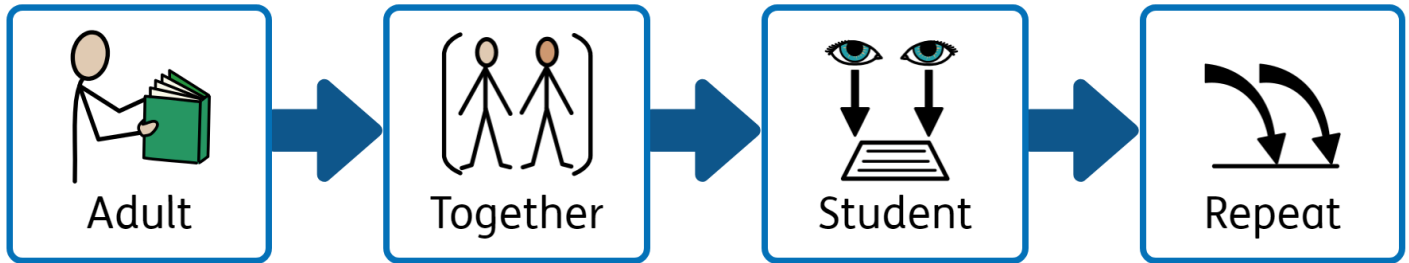


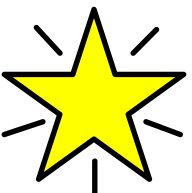
# A quick guide to...repeated oral reading



Beginning with adult modelling, a student gains fluency with a passage of text through repeated oral readings.

- Choose a passage**
  - That a student can read with few errors
  - Is between 50-200 words or readable in 1-2 minutes
- Adult models fluency**
  - Adults reads passage, modelling pace, accuracy and expression
  - Student tracks the text as they listen (e.g. with their finger)
- Read together**
  - Student and adult reads the passage aloud together
  - Adult praises effort
- Student reads**
  - Adult listens to the student read the passage aloud
  - Provide unknown words after 3 seconds
- Student re-reads**
  - Student reads the passage at least 3 times
  - Adult provides positive, corrective feedback after each reading



<b>Key components</b> 	<b>Modelling</b> of fluent reading	<b>Positive feedback</b> cueing students to focus on pace, accuracy and expression	Previewing potentially <b>unknown words</b> before reading	<b>At least 4 re-readings</b>
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✓ Builds <b>fluency</b> with a given text. With enough repetitions, a child can 'orthographically map' less familiar words, storing them in their long term memory for retrieval elsewhere.	Further reading: Samuels, S. J. (1979). The Method of Repeated Readings. <i>The Reading Teacher</i> , 32(4), 403–408. <a href="http://www.jstor.org/stable/20194790">http://www.jstor.org/stable/20194790</a>
✓ Gives children <b>experiences of success</b> , essential to building confidence and motivation	
✓ Reduces cognitive load, allow for better quality <b>comprehension</b> .	

Such, C. (2021). The Art and Science of Primary Reading  
<https://fivefromfive.com.au/fluency/evidence-based-fluency-instruction/>