

# A quick guide to...Paired Reading

Paired Reading is a simple evidence-based approach that supports a child's reading fluency. It is a strategy that builds a bridge between shared and independent reading.



Remember – **praise, discuss & question** throughout.

**Reading Together**

**Agreed Signal**

**Reading Alone**

- Read **aloud** with tutee.
- If error is made, allow 4-5 seconds for self-correction.
- If not corrected or error, tutor says word and asks tutee to **repeat correctly**.

Tutee gives **signal** (tap on book, desk, leg).  
**Praise** for reading alone.

- Tutee reads alone.
- If error is made, allow 4-5 seconds for self-correction.
- If not corrected or error, tutor says word and asks tutee to **repeat correctly**.
- Read together again until tutee signals to read alone.



## Who?



Can be called **tutor and tutee** (a more experienced & a less experienced reader). e.g. teacher & child, parent & child, older child & younger child, peer and peer.

## Where?



In a quiet space, with tutor and tutee sitting **side by side** so they can both see the text(s).

## When?



At least 15 minutes **3x per week**.

## What?



Anything with text; books, graphic novels, comics, web pages, manuals etc. **Use judgement** – material that is too hard will lead to frustration!



- **Talk** before you start. Talk about the title, author, cover, illustrations, etc.
- **Talk** while you are reading, and at the end.
- **Listen** and give thinking time – make sure the child understands.
- **Praise** often – smile and sound like you mean it!
- **Praise** for good reading and remembering of hard words.
- **Praise** for self-correcting without help.
- **Don't** make a fuss about mistakes. This is not a time for 'sounding it out'.
- **Don't** pause at length over errors; stick to smiles and encouragement.
- **Don't** read ahead – try and match their speed or read slightly behind.

Paired reading works for pupils who have already made a start with reading. **Adaptations** can be made, including the use of phonically controlled books ('decodables'), personalised books and the use of tools such as a reading window/ruler.