

Paired Reading - Reading at home with your child

What is Paired Reading?

Paired reading requires a child to choose a book and is supported to read this by an adult or more experienced reader. To start with, the child and adult read aloud together. When the child becomes more confident, they can give a signal to the adult and begin reading alone. The process is designed to be enjoyable for all involved.



What do I need to do?

Choosing a Book

- The child chooses a book. The book can be of any difficulty as the adult will always be available to support with any difficult sections.
- If the child changes their mind and becomes bored of the book or wants to change it, let them.

Making Time

- Have 10 minutes a day set aside, 5 days a week, for paired reading. Do not do more than 15 minutes at a time unless the child asks to continue.
- Do not force your child to do the paired reading if they do not want to, the reading needs to be enjoyable.

Where?

- Anywhere that is comfortable and quiet. You will need to sit together so you can both see the book. Make sure there are no distractions (TV, IPAD, other family members etc).

How to read together

- Read the words aloud, together.
- The adult should match their reading speed to the child's speed.
- Read every word.
- If the child struggles with a word but reads it correctly show them you are happy they have tried.
- If the child struggles to read a word correctly after 4-5 seconds say the word correctly, then the child says it correctly. Continue reading together.

Next Steps

- When the child is feeling confident, they can start to read alone.
- Agree on a non-verbal signal (e.g. a knock, squeeze).
- When the child signals, the adult should stop reading right away.
- If the child struggles with a word for 4-5 seconds, read the word out loud. The child should then repeat the word and you can continue reading together.
- The child can signal again whenever they feel ready.

So, what will a session look like?

1. Child chooses a book.
2. Talking time – a few minutes of conversation, remain positive.
3. Adult sets time.
4. Adult and child read together (or child reads alone if signal is given).
5. The child is praised for correct reading and the error correction procedure is followed for any errors.
6. Error correction procedure is followed:
 - i. Adult stops child (if error or hesitates for 4 seconds)
 - ii. Adult says word correctly
 - iii. Child repeats word correctly
 - iv. Reading together continue
7. Informal discussion about the reading.
8. Praise!!!