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ABSTRACT

The Ryedale Adult Literacy Paired Reading Project pairs tutors and adults with reading difficulties. In the Ryedale program, tutees choose reading material that is within the tutor's readability level. The tutor and tutee read aloud together at the tutee's pace until the tutee has made enough progress to read aloud alone. When tutees feel ready, they signal nonverbally to read alone. The ultimate goal of the reading session is to increase tutees' spans of correct reading and have them develop the capacity for self-correction. Praise plays a crucial role in the model and is provided at all stages, including the joint oral reading, the tutee's decision to attempt solo reading, and the solo reading itself. This training packet is intended to help volunteers learn to tutor within the framework of the paired reading arrangement. The scope of the adult illiteracy problem, the history of the adult literacy movement from 1973 onward, and ways in which the problem can be addressed are discussed in an overview. The history and services offered through the Ryedale Adult Literacy Paired Reading Project are described, and selected project publicity materials are provided. The procedures for conducting a group training session for volunteer tutors and an instructional outline for the training session are included. A pamphlet referred to as a dictionary of praise has been provided to help tutors refer to and record their pupils' progress in a way that is both constructive and encouraging. A flowchart explaining the paired reading methodology is also included. The materials in the pack are designed for interactive use with a related videocassette. (MN)

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RYEDALE ADULT LITERACY PAIRED READING TRAINING PACK

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THE RYEDALE ADULT LITERACY PAIRED READING PROJECT

John Scoble, Keith Topping and Colin Wigglesworth

This article describes the context, methods, monitoring and evaluation of the use of Paired Reading (a technique for non-professional tutoring of reading) in the natural environment of adults with reading difficulty.

The Size of the Problem

Evidence from the National Child Development Study yields the best current estimates of the numbers of adults with a reading difficulty. In 1981, 12,500 23 year old subjects from the 1958 cohort were interviewed. 4% of the respondents reported difficulty with reading, and a further 6% with spelling and writing only. This implies that 1.3 million adults have some difficulty with reading. 4% of the respondents said that their literacy difficulties created significant problems in everyday life, especially in relation to work. This implies that over half a million adults are experiencing similar problems. Nevertheless, of those respondents reporting literacy difficulties affecting their everyday life, only 15% had attended some form of course designed to help. The actual numbers of adults attending courses for remediation in all basic literacy areas in 1980 was about 85,000, and although this figure may represent an underestimate of current levels of take-up, it is clear that only a very small proportion of adults with reading difficulties are being recruited onto courses of any kind. (A.L.B.S.U., 1983).

Current Methods of Service Delivery

The Adult Literacy movement began a phase of major growth ten years ago, with the allocation of central Government funding. Initially provision was made by Adult Education evening classes of standard format. In time, with increasing unemployment, day-time provision began to emerge and was subsequently complemented by short integrated courses and summer schools. The increasingly popular drop-in education "shop" or centre provided another link for the community. Distance learning through correspondence, audio-visual materials and telephone contact is now available in some areas, and new technology is beginning to be used for computer assisted learning. The movement has extended its work to

increasingly varied client groups, and work has been developed with adults with physical and mental handicap and members of ethnic minority groups.

A major component of adult literacy work has always been the deployment of volunteer tutors. Before 1975, a few voluntary literacy schemes operated, and heralded the increasingly significant role of volunteers. Local Authorities then really began to recruit, train and utilise volunteers, a large majority being used to tutor students on a one to one basis in the home. Very large numbers of volunteers have come forward. In the first three years well over 75,000 volunteers were trained, and in 1984 11,000 new ones were trained. The vast majority of students receiving one to one tuition in the home are still serviced by volunteer tutors.

The Effectiveness of Current Methods

An evaluation of the progress made by students enrolled in adult literacy courses was undertaken by the National Foundation for Educational Research in 1978 and 1979. The study sampled 1,263 students who had enrolled during the previous six months. A range of criterion-referenced tests were used, supplemented by subjective feedback from students and tutors on questionnaires. The tests showed that 10% of the students were total non-readers, while the tutors estimated that 15% of the students were non-readers with a further 15% having only a minimal social sight vocabulary. The tutors reported that 68% of the students were "well-supported by family or friends in their intention to improve their reading."

Pre-tests were carried out in March 1979 and post-tests in June 1979, using the criterion-referenced measures. 25% of the students had made "rapid progress", a further 50% had made "measurable progress", while 25% had made "no measurable progress". Given the criterion-referenced nature of the measures, it is very difficult to draw firm conclusions about the size and significance of student gains in functional terms. However, it was notable that the learners with the highest levels of pre-test achievement had made the biggest gains at post-test. It was also evident that students who were "well supported by family or friends" tended to make bigger gains than those students who were not so supported. (A.L.B.S.U., 1981).

The Paired Reading Technique

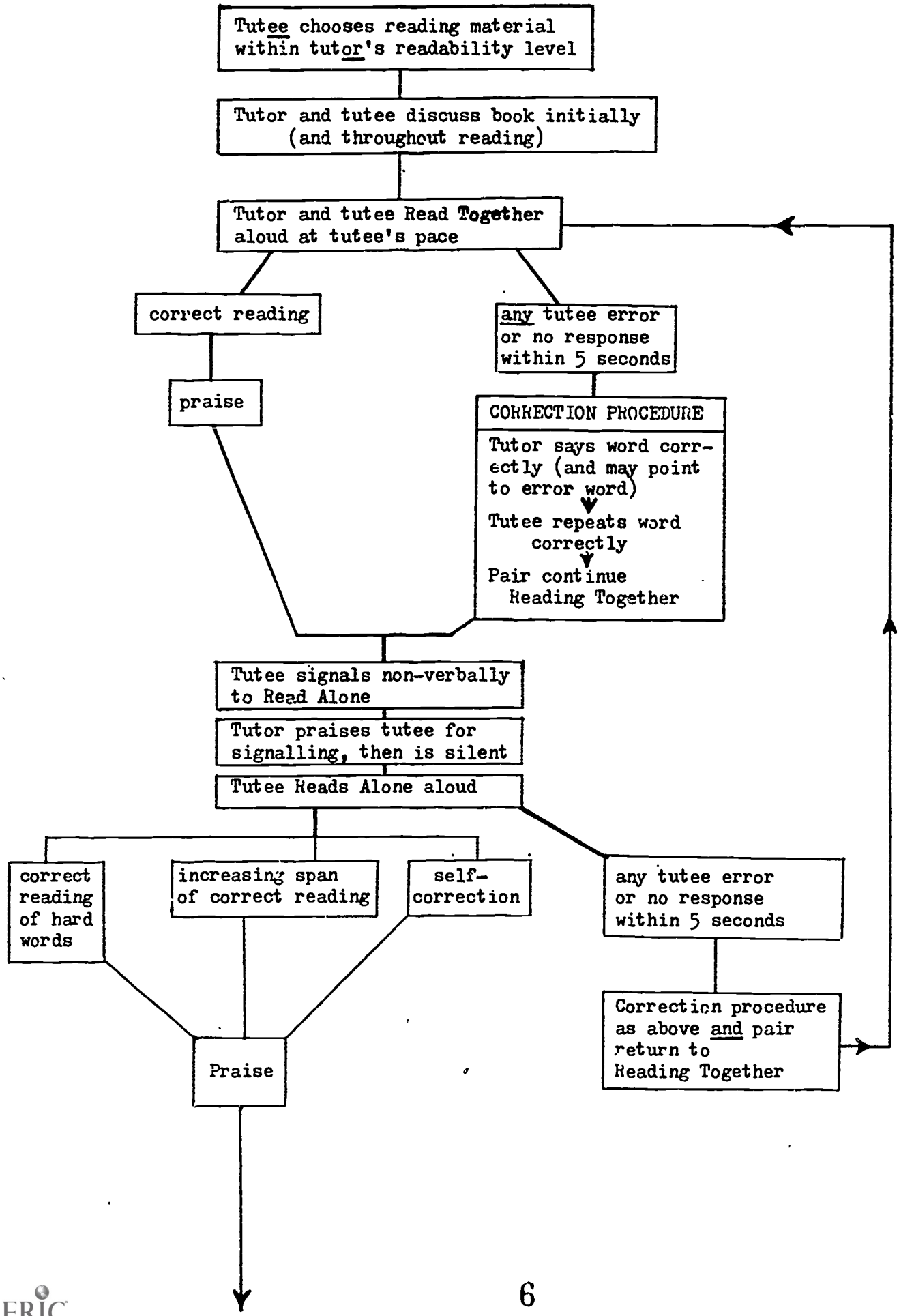
There has been growing interest in the United Kingdom over the last decade in a variety of means for involving parents in the reading development of their children (Topping and Wolfendale, 1985). Some of the techniques articulated in this context have proved effective in the hands of other non-professional tutors, such as adult volunteers, age peer or cross-age peer tutors. The Paired Reading technique is probably the best researched of these techniques, and has demonstrated applicability and effectiveness with a very wide range of target children. (See the bibliography in Topping, 1986a).

At its simplest, the technique involves two phases. Tutees are allowed to chose their own books at any level of readability, provided this is within the competence of the tutor. Tutees can thus select books of high interest to themselves irrespective of difficulty. On sections of text which are difficult for the tutee, both tutor and tutee read out loud together, establishing synchrony with practice. When the tutee makes an error, the tutor repeats the word correctly and requires the tutee to do likewise before proceeding. If the tutee refuses a word or struggles unsuccessfully with it for more than five seconds, the tutor intervenes and supplies the word. Praise for correct reading at very regular intervals is emphasised throughout. When the tutee has selected an easier text which is more within the tutee's independent readability level, the tutee can choose to silence the tutor by a pre-arranged non-verbal signal. When the tutor becomes silent, the tutee continues to read out loud, until there is a failure to read a word correctly within five seconds, at which point the tutor corrects the error and the pair resume reading together. The method is outlined graphically in figure 1, and further details of its application in practice will be found in Topping (1986a).

The Early Initiatives

Given that Paired Reading allows the student access to a much wider range of reading material than other approaches, the technique has at least the crucial advantage of being much less dependent on scarce resources at a basic level. Intuitively, the confidence-building aspect of the technique would also seem to offer great potential with an adult population,

Figure 1. Paired Reading Procedure



where in many cases the emotional problems of reading failure far outweigh any perceptual difficulties.

In the spring of 1985 a pilot project was set up in the basic skills department of a Technical College, involving five students from the department and five tutors who were 'O' or 'A' level students aged 18-20 years from elsewhere in the college. However, this 'peer tutor' Paired Reading Project proved successful for relatively few of the students involved, owing to a host of unforeseen organisational difficulties. Nevertheless, such a method of service delivery clearly had promise, and other workers were later to achieve substantial success with the deployment of Paired Reading in this form of organisation (Winter, 1986).

However, Paired Reading clearly had the potential to be deployed effectively in open community settings, as had been demonstrated in the case of parent tutors working with their children. In a workshop at the 1985 second National Paired Reading Conference, the theoretical parameters for the service delivery of Paired Reading for use by non-professional tutors with adults with literacy problems in the natural environment were delineated (Topping, 1986b). At least one member of that workshop responded positively to the ideas presented, and from this joint initiative the current Project was borne.

After some weeks of discussion and planning, the Ryedale Adult Literacy Paired Reading Project commenced in February 1986.

Training Procedure

Students who were already in some way in contact with the Adult Literacy organisation in this rural area of North Yorkshire were approached by their existing contacts to see whether they would be interested in participating in the "experiment". The importance of using existing relationships in communication networks was therefore evident right from the start. As tutees and their potential tutors were to be trained together, both needed to attend the initial training meeting. This was arranged for an evening in the local Adult Literacy Centre, and twelve 'Pairs' attended. Some tutees brought more than one potential tutor. In a group meeting, the project

leaders acted out a role play of "How Not To Do It", demonstrating every possible form of bad practice. The group was then told about the aims and methods of the project, and the two phases of the Paired Reading technique were described in detail and demonstrated via role play by the project leaders. Questions were answered, and diary cards for each Pair to record their efforts were distributed together with a pamphlet to remind them about the facets of the technique. It had originally been hoped that it might be possible to have the Pairs practice the technique under the supervision of the project leaders that same evening, but the group members unsurprisingly demonstrated little enthusiasm for this, and this part of the training procedure was therefore omitted on this occasion. (For subsequent training meetings, graduates of this project may well be available to demonstrate the technique, thereby hopefully creating a more relaxed atmosphere in which new tutors and tutees will feel more willing to practice the technique.)

Monitoring and Follow-up

The Pairs had been asked to use Paired Reading for a minimum period of six weeks, this being the shortest time during which the project leaders felt that a discernible improvement might become evident. In the event, some of the Pairs did not start immediately, and a number certainly did not wish to stop when the six weeks was up. Two of the twelve Pairs dropped out during the six weeks, in one case owing to the disinclination of the tutee, and in another case owing to a more generalised disagreement. Ten Pairs thus completed the project. All the Pairs were visited at the end of the first week and at the end of the second week by one of the Adult Literacy organisers involved with the project. In some cases more visits were made. During the visits, each Pair's use of the technique was observed and praised or remediated as necessary. Checklists of good practice were used by the visitors when monitoring quality of technique. General encouragement was given, and problems specific to particular Pairs were discussed. As this was a pilot project, it was not always possible to provide a definitive solution to a problem reported by some pairs.

A number of problems in use of the technique in this context were encountered. In some Pairs it proved difficult to establish the required rate of praise,

particularly where a wife was tutoring a husband. Some tutees became so engrossed in their chosen text, that they forgot to signal for independent reading even when the text was well within their independent readability level. In these latter cases, the visitors suggested a variety of minor modifications in the technique ("extra rules") to get round these difficulties. It proved very difficult to find suitable reading material of low readability level for two students, and in one case this problem was resolved by the tutor writing materials using a 'language experience' approach. The tutoring was also disrupted by the usual round of domestic events, and thus one student had two weeks holiday in the middle of the six weeks of the project and experienced difficulty getting back 'on task', while in another family a wife who was tutoring her husband separated from him towards the end of the project. (In this latter case, there is no evidence that the experience of Paired Reading accelerated the breakdown of the marriage, and this student subsequently reported much greater confidence levels and a determination to carry on improving his reading on his own.) In many cases, however, the tutoring was going well, and considerable enjoyment was reported by the Pairs, and indeed was evident during the visits.

Evaluation

In addition to the evaluation of the process of the project by observation by the home visitors, evaluative evidence was also available from pre- and post-project norm-referenced reading tests, and subjective feedback from the participants which was both verbal and written. The New Macmillan Reading Analysis was used as the objective test. Pre-tests were on form A or B, while post-tests were on the parallel form C. Most of the tests were carried out by one tester, but for every student both pre- and post test was carried out by the same person. The real time elapsed between testings was on average twelve weeks. The Macmillan Analysis has the advantage of reasonably modern text and illustrations, although the scoring system is somewhat complex and the standardisation proved to have too high a "floor" for some of the students to register at pre-test (Vincent and de la Mare, 1985).

Table 1 presents the results of the reading tests, in section (a) for students who registered on the standardisation scale at pre-test, and

in section (b) for students who did not register on the scale at pre-test. For students one to five, the average gain in reading age was 10.4 months in reading accuracy and 13 months in reading comprehension. These results can be expressed as "Ratio Gains", i.e. as the ratio of the gain in reading age to the inter-test real time past. On this basis, from pre- to post-test, these students gained in reading accuracy at nearly four times "normal" rates (3.75), and in reading comprehension at almost five times "normal" rates (4.70).

INSERT TABLE 1 ABOUT HERE

For the students who did not register on the standardisation scale at pre-test, it is more difficult to quantify the gains made. In any event these were more erratic, and not quite so encouraging, although it will be seen from the table that these students had more problems and their use of the technique in practice was less perfect. However, all students made some measurable progress in either reading accuracy or reading comprehension, though this was small in some cases. Nevertheless, these results compare favourably with the results of more traditional methods of helping adults with reading difficulties (A.L.B.S.U., 1981). Furthermore, they were achieved in a relatively short space of time, with a relatively modest input from professional agents. Viewed in this light, the cost-effectiveness of the deployment of the Paired Reading technique in this way is clearly substantial.

At the end of the initial intensive phase of the project, tutors and tutees gathered back together with the project leaders for a "feedback meeting". The intention of the project leaders was not that the Pairs should see the project as having a finite end after six weeks, but rather that this initial intensive period of use of the technique should render them fluent in its use and able to see some significant change in the reading progress of the tutees which would motivate the Pairs to continue using the technique in the longer run. At the feedback meeting, therefore, it was necessary for the project leaders to thank the Pairs for their co-operation, give them the highly encouraging results from the reading tests (in terms of group averages rather than individual scores),

Table 1. RESULTS ON THE NEW MACMILLAN READING ANALYSIS

NO.	TUTOR	PRACTICE AND PROBLEMS	PRE-TEST				POST-TEST				GAIN			
			ACC.		COMP.		ACC.		COMP.		ACC.		COMP.	
			Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age
(a) STUDENTS REGISTERING ON SCALE AT PRE-TEST														
1	DAD	Good: None	31	7:6	8	7:10	34	8:0	12	8:7	3	0:6	4	0:9
2	WIFE	Variable: Yes	51	8:8	18	9:7	51	9:0	25	10:7	0	0:4	7	1:0
3	WIFE	Good: None	20	6:10	5	7:3	25	7:6	7	7:10	5	0:8	2	0:7
4	MUM	Good: None	48	8:6	10	8:2	55	9:3	14	8:11	7	0:9	4	0:9
5	WIFE	Good: None	31	7:6	14	8:10	61	9:7	29	11:2	30	2:1	15	2:4
(b) STUDENTS NOT REGISTERING ON SCALE AT PRE-TEST (B.S. = BELOW SCALE)														
6	WIFE	Variant: None	16	B.S.	5	8:0	21	7:2	8	8:0	5	N.A.	3	0:0
7	MUM	Erratic: Yes	8	B.S.	2	6:9	13	B.S.	1	6:11	5	N.A.	-1	0:2
8	MUM	Variant: None	13	B.S.	2	6:9	22	7:6	7	8:3	9	N.A.	5	1:6
9	DAUGHTER	Variant: Yes	17	B.S.	5	7:3	17	B.S.	6	7:8	0	N.A.	1	0:5
10	FRIEND	Good: None	0	B.S.	0	B.S.	12	B.S.	6	7:8	12	N.A.	6	N.A.

but most importantly to solicit the views of the Pairs as to what improvements could be made in the way such projects were organised, and to air questions of where the Pairs might wish to go from here.

Views about the relevance of the "How Not To Do It" role play at the training meeting were various, some students finding the 'drama' amusing and relaxing, others exaggerated and unrealistic, and yet others very pointed and eliciting identification by members of the audience. Most students felt that the "How To Do It" aspect was reasonably well presented. However, once they arrived home, a number had difficulty with signalling for independent reading, and it was felt that more attention should be devoted at the training meeting to informing tutors as to what to do if the tutee failed to signal, for whatever reason. Some students had had difficulty in finding appropriate reading materials, and in two cases these had been specially written. The opinions of the Pairs on the usefulness of the diary cards were mixed, some feeling they were a "chore", while others found them useful, and one student reported the card being useful as a bookmark! The group consensus seemed to be that some form of recording was desirable but that it should be done over longer periods rather than daily. Some Pairs reported initial difficulty in establishing synchronous Reading Together, but in virtually all cases this resolved itself with practice.

The tutees had a variety of opinions about the impact their Paired Reading experience had had upon them. An improvement in confidence when reading was widely reported, as was an increased inclination to read signposts and other naturalistically occuring reading material. For those who reported it, this latter was a new experience. Some students reported feeling considerably more fluent when reading, and one tutee reported feeling more "independent." In general, the Pairs had got on well with each other, one Pair reporting being "delighted" with their joint experience. Many Pairs intended to carry on using the technique, although perhaps not with the same frequency. Pairs tended to wish in the longer run to find more convenient times for reading, and the intention seemed to be to fit Paired Reading more naturalistically in with the hurly-burly of everyday life.

The tutors were also asked to complete a questionnaire about changes which they had seen during the project in their tutee's reading performance.

Nine of the ten tutees returned this questionnaire. All nine tutors reported their tutees were more confident in reading, and seven tutees were reported to be more willing to read and more interested in reading. Six of the tutees were reported to be understanding books more, enjoying reading more, and keeping a steadier flow when reading. Five of the tutees were felt to be reading more widely, and four of them were reading more in absolute volume. However, only two tutees were felt to be reading with more life and expression. Six tutors wanted to continue tutoring with the same frequency as during the project, while two wish to continue tutoring but with a lesser frequency. The remaining two tutors wish to continue to tutor reading, but in a different way. Four tutors were also interested in tutoring in another area such as maths or spelling.

A simpler questionnaire was also completed by the tutees, and all ten of these were returned, although in some cases they must have been completed with the assistance of the tutors, and there may therefore have been a degree of bias in the responses. All ten tutees reported that they liked doing Paired Reading. Virtually all reported that it was easy to find a good time and place to do the reading. All but one reported that they felt they had improved their relationship with their tutor. Eight of the ten felt their reading had improved, and the same number wished to go on using the technique. Seven of the tutees said they would tell other people about Paired Reading. However, opinions were more divided on other matters. Half of the tutees found it easy to get books but the other half found it hard. Half found it easy to learn the technique and half found it difficult. Half felt the record sheet was a help while half felt it was of no use. Generally, the tutees reported now liking all kinds of reading better, but this view was not unanimous.

Conclusion

This project has demonstrated that it is possible to deploy the Paired Reading technique with non-professional tutors who are in regular naturalistic contact with students in need of help with basic reading skills. Methods of service delivery can now be refined to make the use of this technique even more effective and cost-effective.

The effectiveness of the technique even in its pilot form compares favourably with traditional methods in the adult literacy field.

The deployment of the Paired Reading technique in an open community education format clearly holds great promise, and merits wide dissemination in the United Kingdom. The method may also have profound implications for education services in Third World and other developing countries. Furthermore, for at least some tutors, training in the technique by distance learning and/or educational technology is a real possibility.

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(Paper also submitted for publication)

NOTE

Further details of this project are available from:

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A sixty-minute V.H.S. Video and associated paper materials based on the project are available. Also available are the Paired Reading Training Pack (Second Edition), designed for those establishing projects with children, and the Paired Reading Bulletins. Details of these and the Paired Reading Conference may be obtained from the Paired Reading Project, Kirklees.

PAIRED READING FOR ADULTS WITH LITERACY PROBLEMS

The Adult Literacy Movement began a phase of major growth 10 years ago, with the allocation in 1974 of one million pounds from Central Government funds. The Adult Literacy Resource Agency (A.L.R.A.) was created, and a series of television programmes broadcast from October 1975 onwards marked the start of a major development. In 1973 only about 5,000 adults were receiving help with reading and writing in England and Wales. By 1980, the number of students in tuition had risen to 85,000. Today, the number is much greater.

Initially provision was made by Adult Education evening classes of standard format. In time, with increasing unemployment, day-time provision began to emerge and was subsequently complemented by short integrated courses and summer schools. The increasingly popular drop-in education "shop" or centre provided another link for the community. Distance learning through correspondence, audio-visual materials and telephone contact is now available in some areas, and new technology is beginning to be used for computer-assisted learning.

A major component of Adult Literacy work has always been the deployment of volunteer tutors. Prior to 1975, a few voluntary literacy schemes operated, and heralded the increasingly significant role of volunteers. Local Authorities increasingly began to recruit, train and utilise volunteers, a large majority being used to tutor students on a 1:1 basis in the home. Very large numbers of volunteers have come forward. In the first three years well over 75,000 volunteers were trained, and in 1984 11,000 new volunteers were trained. The vast majority of students receiving 1:1 tuition in the home are still serviced by volunteer tutors. The volunteer tutors have become active in numeracy tuition also.

The Adult Literacy movement has subsequently spread its wings to work with increasingly varied client groups. The Adult Literacy and Basic Skills Unit (A.L.B.S.U) has promoted work with adults with cerebral palsy, speech difficulties and stroke-related handicaps. The literacy needs of mentally handicapped adults have been addressed. Increasingly, recruitment techniques have developed to make contact with groups who are otherwise hard to reach. The prime example here is the use of mother tongue posters and leaflets to assist in the recruitment of second language students with literacy needs.

In the early days, a chronic lack of teaching resources inhibited the work. In-service training schemes for tutors were very scarce, and good reading material for adults with reading difficulties was in desperately short supply. Fortunately, this situation has now been substantially improved, not least by ex-students gaining confidence in their new found skills and themselves generating their own materials. Nevertheless, material is still sparse, especially at the most basic levels. Experimentation with the supporting of texts by audio-cassettes is continuing. Perhaps the most under-resourced area remains that of up-to-date non-fiction material.

Pilot Project at DABTAC

A number of organisations and institutions working with adults with literacy problems have expressed an interest in Paired Reading, but no substantial study of its effectiveness with the adult population is yet known to this author. However, given that Paired Reading allows the student access to a much wider range of reading material than other approaches, the technique has at least the crucial advantage of being much less dependent on scarce resources at a basic level. Intuitively, the confidence-buildirg aspect of the technique would also seem to offer great potential with an adult population, where in many cases the emotional problems of reading failure far outweigh any perceptual difficulties.

A pilot project was set up in the Basic Skills Department of a Technical College, involving 5 students from the department and 5 tutors who were 'O' or 'A' level students aged 18-20 years from elsewhere in the college. The tutees were aged between 18 and 45 years. It was hoped that the Pairs would meet for 3-4 sessions weekly in the college, over an initial period of 7 weeks. A training meeting was arranged for the tutors and tutees. A brief talk on the technique was accompanied by the provision of an explanatory leaflet designed for the peer tutor situation, and followed up by a live demonstration utilising role play between professional staff. The tutors and tutees then engaged in supervised practice with pre-chosen books, while the professional staff gave further individual tuition. The Pairs were encouraged to use self-recording diary sheets, which were to be returned to the project co-ordinator in the Basic Skills department.

Various organisational problems were anticipated. The students in the Basic Skills department might be in the college for anything between one and twenty-one hours per week, and thus access to them was highly variable. Additionally, the students had to be available to take employment at any time to qualify for welfare benefits, and thus it was possible for tutees to be 'lost' without notice. Furthermore, the tutors were likely to become less available as their own examination time neared. However, no problems were found with recruiting adequate numbers of volunteers - in fact the numbers originally volunteering exceeded the numbers required. Access to books of partially controlled readability was facilitated by the college library system which discreetly identified 'easy reading' books.

Needless to say, the problems actually encountered were not those which were anticipated. The time required by the project co-ordinator to keep track of the project proved to be substantial and she rapidly found herself over-committed in other directions. This situation was made worse by the effects of the teachers' industrial action, and a fire in the college. The arrangements for two of the Pairs suffered a hiatus owing to illness, one in a tutor and one in a tutee. Two of the tutees subsequently left the college. One Pair encountered social difficulties, and seemed unable to relate satisfactorily - this situation ended with tutor and tutee avoiding each other. Another tutee appeared to be on the verge of a psychiatric breakdown. It did not prove easy to ensure that all Pairs were consistently using a "pure form" of the technique. In one particular case, there was doubt about the relevance of the technique to a situation where the tutee's reading accuracy was perfectly good, but reading comprehension still remained surprisingly poor.

In retrospect, it was felt that on another occasion it might prove organisationally simpler for the peer tutor system to operate within the Basic Skills department, with more able students tutoring less able students. This would enable to project co-ordinator to keep much closer in touch with the Pairs. It might even prove possible for the Paired Reading to occur via time-tabled meetings in the "Headquarters" room in the department. Another possible initiative might be the incorporation of tuition in Paired Reading in a course designed for volunteer tutors, which was to be developed within the college.

It is significant that the majority of problems encountered related to organisational factors, rather than raising questions about the relevance of the Paired Reading technique to this population.

Future Developments

It seems clear that the organisational problems of delivering Paired Reading to adult students with reading difficulties are likely to prove the major stumbling block to developing and evaluating effectiveness of the technique with this population.

It may be that the stages of Paired Reading beyond the first two (Reading Together and Reading Alone) will be less appropriate for an adult population than might be the case with children. Considering the complete current range of techniques for para-professional involvement in reading teaching, there is considerable intuitive appeal in following the first two stages of Paired Reading with subsequent training in the Pause, Prompt, and Praise technique, with adults with literacy problems. The P.P.P. technique gives the 'tutor' the skills to provide discriminatory prompts of a semantic, visual or contextual nature. Neither technique may necessarily help students who read accurately but with limited understanding, unless additional techniques are also brought to bear. Nevertheless, at this experimental stage of development, the Paired Reading technique seems a very good place to start.

LOCATION

Adult Education evening classes have long been the main focus for reading-related activities for adults with literacy problems, and there seems little reason why this should change with the introduction of a new technique. However, the introduction of this informal procedure will make possible the increasing informalisation of such 'classes', and perhaps make them more like a Reading Club. Other existing locations, such as college courses in basic skills, Language Link Centres and Adult Literacy Centres provide a ready-made infrastructure. Other venues could include Adult Training Centres, Stroke Clubs, Speech Therapy Clinics, Probation Offices, unemployed workers' centres and so forth. However, the primary use of the Paired Reading technique should certainly initially be in the home of the student. Using this technique with a strong initial orientation to the home of the student may bring into the Literacy network many potential students who are now lost to it. Traditionally, home tuition has been seen as a first step

to bringing students into classes. Certainly there is often a need to widen the social and educational contacts of students, but for many this step has proved too large. It is therefore suggested that a tutor working with a student at home might work towards using the P.R. technique with the student in a corner of the local Public Library, which might be extended to a 'Reading Club' arrangement between two or more tutors, which could extend in the fullness of time to a Reading Club facility based in existing Adult Education premises, as a precursor to enrolment in a more formal type of 'class'.

TUTOR RECRUITMENT

Three main sources for the recruitment of tutors present themselves. Using the P.R. technique, tutors who themselves have a much lower level of literacy skill can be successfully deployed. Volunteers are likely to provide a major source of tuition. However, these should be from within the community context of the student so far as possible. It would be advantageous if the volunteers could include adults who had themselves overcome literacy difficulties, especially if they were successful graduates of a literacy programme. Pure altruism eventually wears thin, especially with a student who does not achieve easy success, and it is necessary for the tuition contact to meet some of the social and emotional needs of the volunteer as well as those of the tutee. With this in mind, the recruitment of elderly tutors might be particularly advantageous, since the effective training in the P.R. technique could still be undertaken. Were funding available, some slight monetary inducement to the volunteers, perhaps paid in the form of 'expenses', might improve the consistency of their attendance.

Bearing in mind the need to operationalise tuition within the community context of the student, efforts should be made to recruit spouses, nearby relatives, the children, and neighbours to act as tutors. Given the positive nature of the P.R. technique it is not impossible for some spouses to act as effective tutors, but (as with driving) this may prove disastrous in some cases. The establishment of trained tutors within this close-knit context is likely to be particularly successful in neighbourhoods where there is already a strong sense of community. This could be particularly successful in the Asian community.

Finally, where a programme of this nature is operating within an institution such as a college, it should prove possible to establish

a system whereby volunteers act as peer tutors, either from within the same Basic Skills course, or from elsewhere in the college. It would not be impossible to bring neighbourhood volunteers into the college for time-tabled work with students, but this would run the risk of suffering the disadvantages of both worlds.

TRAINING

The training format for a Paired Reading Project is now well established, operating by verbal and written instruction, demonstration, guided practice, feedback and reinforcement. No video training materials for adults exist as yet, but in any event may not be appropriate. It seems likely that the modelling aspect of training would be best conducted by live demonstration, using role-play between professionals if necessary. For centre based training of volunteers, a group training format could be adopted. Training of members of the extended family in the community context would of course need individualised training in the relevant setting. Close professional supervision would be essential to ensure that the skills a volunteer tutor could demonstrate in a centre-based training session did actually generalise to the tutee's home. The training of the tutees would be even more critical. Where tutees and tutors are expected to practise immediately post-training in a group setting, the size of the group, the venue and the social atmosphere and degree of privacy available should all be carefully considered.

CONTRACTING

Given the inherent difficulties of maintaining consistent tutor and tutee behaviour, it is obviously important that both parties are very clear about what they are letting themselves in for, to the extent that a specific initial time span should be fixed for their contact, together with minimum criteria for weekly contact. Paired Reading with other populations has proved effective only on the 'little and often' basis, usually requiring a minimum of five contacts per week, of a brief nature. To achieve this with a staff of volunteer tutors may well prove difficult, but nevertheless three contacts per week should be regarded as the absolute minimum to gain the impetus available from the technique. Project co-ordinators may well wish to consider using written contracting between tutor and tutee, which makes clear the specific performance criteria for both parties, and is signed and kept by both. A clear fixed-term arrangement is much more likely to succeed than some loose arrangement that meanders into infinity.

MONITORING

Although 'distance learning' has been used in adult literacy programmes, it suffers from the grave disadvantage of minimal monitoring of student activity, and may be expected only to work with highly motivated students. The monitoring and follow-up aspect of a project is crucial, and the organisational infrastructure for this needs considering in detail.

Some form of pyramidal accountability structure is essential. Each tutor may work with one or more tutees. The tutors themselves need to be supervised on a regular basis. Where a project is on a large scale, a project co-ordinator may be required to monitor the work of the supervisors. This accountability structure is similar to that employed by the Portage system.

Methods of monitoring can be very various. A cost-effective minimal arrangement is some form of written self-recording. Tutees and/or tutors can keep a simple diary on card (or in a book) of books read, with evaluative comments on the books and positive reinforcing comments on the tutees' performance. These diaries could be scrutinised by supervisors at regular intervals. Self-recording by audio tape (or even video) could also be considered - the recording could be equally scrutinised by the supervisor on another occasion. For particular behaviours which need to be established within the Paired Reading format, for instance the frequent use of praise, some simple self-counting device such as a mechanical push-button counter could be used by tutor or tutee. Interviews could be carried out separately with tutors and tutees by the supervisor, either in a centre or the tutee's home. However, a home visit by the supervisor when both tutor and tutee are at work there would be valuable and less time-consuming. Group meetings with a number of tutors at a centre could serve to remotivate the workers and ensure regular revision of the 'purity' of their technique. Telephone contact by tutors and/or supervisors could well be useful, where possible. As tutees become more confident, it might be possible for tutors and tutees to meet in groups for supervisory purposes at a centre. This is where the 'Reading Club' could come into its own. Here tutors and tutees could practise under supervision. Tutors and tutees could help each other in a co-operative spirit, and advise about ways of circumventing common problems. It could prove possible to try out different tutor/tutee pairs. As confidence grows further, it might be possible to have different pairs taking it in turn to rate the quality of each other's technique, or perhaps even to submit to video recording for feedback purposes. The possibilities are endless.

MAINTENANCE

The eventual aim of all education is to transfer growth and development naturalistically to the everyday environment. Where students have been started on the right road by volunteers, there is a need to ensure transfer of tutee skills not only to more formal classes but also to other environmental contexts. Here it will be particularly important that family, friends and neighbours are co-opted, to sustain the new reading interest and behaviour in the long term. Attendance at the Reading Club, even if initially establishable, will fade in the longer run. Students must be linked in to other supports in the community, and other 'tutors' in the natural environment briefed if not trained. A system linking students within localities to each other via some Literacy Network or Book Pal agency is likely to help.

EVALUATION

As the use of the P.R. technique with the adult population is in its very early stages, it is essential that experimental projects are carefully evaluated. This is particularly problematic for this population, not least since published reading tests are of doubtful appropriateness. The content of many individual tests is babyish, and although group tests tend to have more grown-up content, they do not tap a form of reading which is akin to P.R. The large emotional inhibition factor in adult literacy problems may produce even more erratic swings on reading tests than we commonly find with children with reading difficulties. Certainly it is valuable to sample the opinions of tutors, tutees and supervisors in some systematic and structured way, but a tangible demonstration of improvements in reading skill is also essential. The most appropriate instrument may be some form of criterion referenced Informal Reading Inventory. At the start of a project, a student may be encouraged to choose a book on a topic of interest to them of any level of difficulty, read a page or two, and have error rate and speed measured. This exercise could be repeated with the same material at the end of a project. Clearly, the text would need to be difficult enough to allow a substantial degree of improvement to be demonstrable over the interim period.

Conclusion

Given the mass of research evidence on the effectiveness of Paired Reading with young people aged 5 to 14 years with reading problems, the technique is almost certain to hold some promise for at least some adults with literacy problems. How to organise a project in the context of the adult community, and which adults will respond to the technique, and what modifica`ions of the technique may be necessary, are questions which remain to be answered.

Keith Topping
11 October 1985

PAIRED READING TRAINING TAPE

Instructions for Use at a Group Training Meeting

It is recommended that these instructions are used in conjunction with a detailed forward planning structure. Any of the video sequences can be substituted by a live demonstration, via role-play or using experienced students and helpers. Live demonstrations/role-play help to engage audience attention, and a balance of video and live demonstration is probably ideal. Note that the video was made in Yorkshire and sub-titles are not provided.

The video includes sequences of students with varying degrees of reading handicap. It will never be desirable to show all the video; a few examples should be selected appropriate to the age and reading ability of the target group of students at the training meeting.

Note that different video recorders have different counters. Check the tape on the recorder you intend to use and write in your own counter readings as necessary. You will want to still the video occasionally mid-sequence to make a teaching point. Ensure you have easy and non-distracting access to the counter and pause control.

Timing: allow 1 1/4 hours for whole meeting, assuming no hitches.

Structure of Meeting : Possible Components

1.	(a) Welcome	:	Establishing an informal, friendly, communicating atmosphere is essential. Provision of refreshments at some point may help this.
	(b) Introduction	:	Briefly setting the national and local scene and mentioning positive evaluation results.
2.	HOW NOT TO DO IT	:	Video (or live) demonstration of what can go wrong. Humorous and relaxing but pointed and provocative.
3.	HOW IT CAN BE	:	Video (or live) demonstration - a perfect model of both phases of Paired Reading with the same people.
4.	WHAT IT FEELS LIKE	:	Video (or possibly live) sequence wherein experienced student and helper and/or professional discuss their difficulties before and after a Paired Reading experience.
5.	Verbal Explanation and Demonstration of Reading Together	:	Brief lecture with exemplars on video (or live) - teaching points drawn out.
6.	Verbal Explanation and Demonstration of Reading Alone	:	Brief lecture with exemplars on video (or live) - teaching points drawn out.
7.	Questions/Discussion	:	Likely to be brief.
8.	Written Instruction	:	Distribute pamphlets, checklists and associated literature.
9.	Practice	:	Students and helpers retire to quiet corners to practice P.R. If actual students are unavailable, substitute "students" or adult role-play to be used.
10.	Monitoring/feedback and further Individual Questions	:	Persons experienced and known good models to circulate, check practice behaviour, redirect faulty practice and praise good practice.
11.	Contracting	:	It is necessary to know who intends to commit themselves, at least for the specified initial period. The 'Monitors' (No 10) may (i) secure verbal commitment and note, (ii) ask participants to sign a list, (iii) use individual contract forms, signed by students/helpers. The nature of follow-up for those opting in (record sheets, meetings, home visits, etc) will also have been mentioned in Nos 8 and/or 11.

COUNTER READING at start	CONTENT & TEACHING POINTS
0000	TITLES
0065	INTRODUCTION TO PROJECT - Presenter
0120	DISCUSSION WITH STUDENT - Presenter & David What it's like to struggle with reading, involvement in Adult Literacy for years, involvement in P.R. Project.
0336	READING TOGETHER - David & Sue (wife) Good (i) prais Bad (i) no discussion Other (i) synchrony very various, reading hesitant (ii) no corrections necessary (iii) note student points to words.
0533	READING ALONE & TOGETHER - David & Sue (wife) Signal is a tap of thumb of right hand. Good (i) return to Reading Together after error in Reading Alone. Bad (i) no praise for signalling. (ii) no discussion. (iii) no 5 second pause for self-correction at tutee hesitation when Reading Alone (iv) praise rather sparse generally.
0650	READING TOGETHER - Chris & John (dad) Good (i) synchrony (ii) praise Bad (i) no discussion Other (i) student self corrects twice, but is not praised.
0835	READING ALONE & TOGETHER - Chris & John (dad) Signal is a bang of the left fist - very clear. At the outset, father says "come on" when the student hesitates, then adds "what's the matter?". The student becomes very confused: - a teaching point here! However, the Pair then retrieve the situation by Reading Together, and this helps them get back on course - another teaching point! Subsequently: Good (i) praise (especially later). (ii) return to Reading Together at errors. Bad (i) no praise for signalling (ii) no discussion. (iii) father pauses only 2 seconds before intervening on "busy" Other (i) long sections of Reading Alone - confidence retrieved after shaky start.

0975 DISCUSSION WITH STUDENT & TUTOR - Chris, John & Presenter

Experiences with Paired Reading, attacking a wider range of reading materials, difficulties with 'tapping' signal.

1160 DISCUSSION WITH STUDENT - George & Presenter

Reasons for coming forward for help, story of lifelong reading ambition, gain in confidence to read more widely.

1330 READING ALONE & TOGETHER - George & Presenter (friend)

Signal is a tap of index finger of left hand.

Good	(i)	synchrony (mostly)
	(ii)	praise
	(iii)	correction procedure
	(iv)	praise for signalling (though not always)
	(v)	discussion
	(vi)	return to R.T. at errors.
Bad	(i)	tutor cues student anxiety at long words
	(ii)	is tutor pointing intrusive?

1645 READING ALONE & TOGETHER - John & Mum

Signal is a tap of index finger of left hand.

In this sequence, when the student is corrected during Reading Alone, it often appears as if mother has merely supplied the error word then gone quiet of her own volition. In fact, she has usually been signalled into silence by the student immediately after correcting the error. However, she becomes so conditioned to this that sometimes she does go silent spontaneously after error correction, and in some of these cases the student signals after she has already gone silent (eg on "tear").

Good	(i)	synchrony
Bad	(i)	praise sparse.
	(ii)	no praise for signalling
	(iii)	no discussion.
	(iv)	full 5 seconds not allowed by tutor at student hesitation when Reading Alone (e.g. on "spectators", "liberated", "trio".)
	(v)	correction procedure not applied to minor errors, eg omission of pluralising 's'.
Other	(i)	mother continues to mouth words silently when silenced - "shadowing".

1835 READING ALONE & TOGETHER - John & Mum (again)

More sustained Reading Alone in this sequence, although many of previous comments apply. There is a little more praise; however, mother twice says "no" when student makes an error - teaching point here! Mother prompts by pointing on two occasions.

1930 READING TOGETHER - George & Fiona (friend)

This student has a very severe reading problem, and the tactics adopted by the tutor reflect this. Reading material here written by the tutor (Language Experience approach).

Good	(i)	praise (especially later)
	(ii)	discussion.
Bad	(i)	synchrony - the tutor lags behind the student at times and is insufficiently supportive.

2025 READING ALONE & TOGETHER - George & Fiona (friend)

The same student with severe difficulties, working here with books from the "Link-Up" reading scheme.

Signal is a tap of index finger of left hand.

Good	(i)	praise
Bad	(i)	no praise for signalling
	(ii)	full 5 seconds not allowed by tutor at student hesitation when Reading Alone
Other	(i)	praise is given frequently, but in a rather lifeless way -? impact (but see later).
	(ii)	is this tutor behaving more like a teacher than the others ?

2205 DISCUSSION WITH STUDENT & TUTOR - George, Fiona & Presenter

How the tutor and tutee entered Adult Literacy work. Difficulties encountered with P.R. - texts too hard so flashcards and reading scheme books used, and tapping forgotten as student engrossed in text. Advantages of P.R. - supportive, relieves stress, removes fear of failure. Modifications adopted by this tutor with this student with severe reading failure : materials of controlled readability, praise given quietly so as not to be intrusive, eventually tutee signalling for R.A. discontinued and tutor now decides when to fade into silence.

2490 SUMMARY & CONCLUSION - Presenter

How it Started - the importance of existing relationships.

What we Did - training format
follow-up and support

Outcomes - evaluation results.

Implications for the future.

2800 CREDITS

2870 END.

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NEWS RELEASE

BREAKTHROUGH FOR ADULTS WITH READING DIFFICULTIES

Over a million adults in the UK have reading difficulties but only a small proportion of these have the time and confidence to attend classes for extra help.

Now a project in Ryedale, North Yorkshire has shown that such people can be substantially helped in their own homes or workplace, by friends or relatives who see them frequently.

The project trained volunteer 'helpers' and 'students' together in the use of the Paired Reading technique. (This technique has already proved very successful when used with children). It is simple to learn, and can be used with any kind of reading matter, irrespective of its complexity. Students in the project were helped by spouses, parents, friends and in one case by a daughter.

During an experimental period of only six weeks, all the students made some improvement on reading tests, and in some cases the gains were very large. Students improved overall at 4 times 'normal' rates in reading accuracy and 5 times 'normal' rates in reading comprehension. All of the students reported feeling more confident at the end of the six weeks, and the vast majority intended continuing using the technique.

A training video and other materials have been produced to disseminate this work. Radical changes in the traditional structure of Adult Literacy work may follow. Consideration is being given to producing a self-instructional Paired Reading package for helpers and students. This should facilitate 'distance learning' for those who cannot attend a centre for training. Furthermore, the Paired Reading technique can be applied to virtually any language, so the implications for Third World countries are profound.

For further details, contact the collaborating project leaders:

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PAIRED READING

HOW TO DO IT

how <u>you</u> . . .

can help others

to be better readers

PAIRED READING is a very good way to help with reading. It works really well and your reading gets a lot better.

WHAT YOU NEED

Books

can come from home or from the library. Read magazines or newspapers if you like.

The reader should choose the book. Everyone reads better from books they like. Don't worry if a book seems too hard. Most people will soon get used to picking books that aren't too hard.

If you get fed up with a book, and want to change it, that's OK. Only read a book again if you really want to.

Time

to do Paired Reading. Try very hard to do some Paired Reading nearly every day. You only need to do 5 minutes each day, if you want. Don't do more than 15 minutes unless you both really want to carry on.

Don't make people do Paired Reading when they really want to do something else.

If a helper hasn't got time to do Paired Reading for 5 minutes 5 days a week, one or two other helpers could take turns. They must do Paired Reading in just the same way. It is not a good idea for one reader to work with more than 3 helpers, though.

Place

to do Paired Reading.

Try to find a place that's quiet. You can't read where it's noisy, or where there's lots going on.

Try to find a place that's comfy. If you're not comfortable, you'll both be shifting about. Then you won't be able to look carefully and easily at the book together.

You will need to sit side by side so you can look at the book together.

New Ways

of helping.

It's often harder for older people to learn new ways than it is for young people!

With Paired Reading, the hardest things to get used to are:-

(1) When the reader gets a word wrong, the helper just tells the reader what the word says. Then the reader says it right. You DON'T make the reader struggle and struggle, or 'break it up' or 'sound it out'.

(2) When the reader gets words right, the helper should smile and show pleasure and say "good". DON'T nag and fuss about the words the reader gets wrong. Praise for: good reading of hard words, getting all the words in a sentence right, and putting wrong words right before the helper does (self-correction).

Talk

Helpers should show interest in the book the reader has chosen. Talk about the pictures. Talk about what's in the book as you go through it. It's best if you talk at the end of a page or section, or you might lose track of the story. Ask what might happen next. Listen to each other, too - don't do all the talking.

Notes

It is a help for everyone to keep a note each day of what has been read and how you are going on.

There is a diary on the last page that you can use for this. If the reader has done well, write this on the paper.

As your records build up, they will look really good. You will be able to see how well you are doing.

HOW TO DO IT

Paired Reading has 2 steps:-

Reading together

The helper and the reader both read the words out loud together. Neither must go too fast. Helpers should make their speed as fast or as slow as the reader's.

The reader must read every word. If the reader struggles and then gets it right, the helper should show pleasure. But don't let the reader struggle for more than 5 seconds.

If the reader:-

(a) struggles too long, or (b) struggles and gets it wrong

then the helper:-

(1) just says the word right, and

(2) makes sure the reader then says it right as well.

Make sure the reader looks at the words. It can help if one of you points to the word you are both reading with a finger. It's best if the reader will do the pointing.

Reading alone

When you are Reading Together and the reader feels good enough, he or she might want to read a bit alone. You should agree on a way for the reader to ask the helper to be quiet.

This could be a knock, a sign or a squeeze. (You don't want the reader to have to say "be quiet", or they will lose track of the reading). The helper goes quiet right away, and praises the reader for making the sign.

If the reader struggles for more than 5 seconds, or struggles and gets it wrong, the helper reads the word out loud right for them. Make sure the reader then says it right as well.

Then you both go on reading out loud together, until the reader again feels good enough to read alone, and again asks the helper to be quiet.

READING RECORD SHEET

Name: _____

DAY	BOOK CHOSEN	TIME SPENT	WITH WHOM?	COMMENTS
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Professional Comment: Signed: Date:

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Professional Comment: Signed: Date:

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Professional Comment: Signed: Date:

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Professional Comment: Signed: Date:

dictionary of praise

ERIC

In Reading Projects, the Pairs often keep a diary or record of what they have done. The 'helper' of the Pair is asked to write something each time about how well the 'reader' has done that day. It is best if the 'helper' can think of something good to write.

A lot of 'helpers' soon find it hard to think of new things to write. This little book makes it easy. It has many ideas about words of praise to use. So if you get stuck for what to write, just read the dictionary together, till you find the words that seem right for the day. If the 'helper' has trouble choosing, ask the 'reader' for their ideas of what would be right.

The words of praise are split into four groups. The first group is about 'Attitude' to reading - how the readers feel about reading, and if they have liked it. The second group is about 'Effort' - how hard the readers have tried with their reading. The third group is about 'Skill' - what the readers have done when reading which shows they are getting better. This is split into:-

(a) Accuracy - reading words exactly right,
(b) Comprehension - understanding what you read,
(c) Style - the way you read.

Readers often need to get better in Attitude and Effort before they get better in Skill - that is why praise is very important. The fourth group of praise words are shorter and more general - handy if you are in a rush.

(A) **ATTITUDE** - what you feel about reading

(B) **EFFORT** - how hard you try at reading

(C) **SKILL** - what you can do and achieve in reading

(1) Reading Accuracy - reading words exactly right

(2) Reading Comprehension - understanding what you read

(3) Reading Style - the way in which you read

(D) **GENERAL** -

(1) Getting better, showing improvement

(2) Good words, instant praise, what the 'helper' feels.

(A) ATTITUDE - what you feel about reading

Words like 'very', 'really', 'more', 'increasingly', 'obviously', etc can be added to many of these.

Animated!
Assured
Believes in self as reader
Cheerful re reading
Couldn't put it down
Couldn't wait to get going
Didn't want to stop!
Eager
Enjoyed book in spite of difficulty
Enjoyed every minute of reading
Enjoyed him/herself
Enjoys the reading tonic!
Enthusiastic
Expects more of self
Fast-breeder reader
Hangs on every word
High-energy reading
Impatient to start
Interested
Keen always
Less apprehensive
Likes the book today
Lively reading
Loves the story
Motivation better
Optimistic re reading
Positive in approach
Prolific reader
a Reading dynamo
Reading more widely
Reading much more than before
a Reborn reader

Receptive
Renewed vigor in reading
a Restored reader
Self-reliant
Spontaneously asked to read
Still keen
Takes pleasure in reading
Trying hard to please
Willing to read

(B) EFFORT - how hard you try at reading

Absorbed
Assiduous
Dedicated
Determined try
Doing a lot of hard work
Diligent
First long story read to the end
Good effort
Good try
He/she's framing him/herself
Indefatigable
Indomitable
Inexhaustible child
Intent
Keeps trying hard
Made a good effort
Maintaining
More willpower to succeed
Nearly read the whole chapt
Needs no nagging to read now
Non-stop reader!
Persevering
Persistence greater
Puts all his/her effort into it
Putting a lot of effort in today
Reading big words today
Really trying
Resolute
Staying the course well
Sustaining interest
Tackling hard words
Tenacious
Tireless
Tried very hard
Undaunted

(C.1) READING ACCURACY

Accurate (more)
Attention to punctuation better
Careful
Competent
Controlled reading
Did well to remember long words
Discriminates words better
Efficient
Errors fewer
Even less mistakes
Exact reader
Faultless
Fewer slips
Flawless
Getting the knack
Got a lot of hard words right
Got no words wrong
Great improvement in pronunciation
Hardly any mistakes
Hardly got a word wrong
Hardly needed help
Immaculate
Impeccable
Infallible
Inspects words carefully
Little difficulty recalling hard words
Managed some tricky words
Memory better (for words)
Mistakes fewer
More accurate reading
No mistakes
Not a foot wrong
One hundred percent
Only got one or two words wrong
Perfect
Precise reading

Proficient
Pronunciation better
Reads even complicated words
Reads long words straight off
Recalling better
Recollects well
Registers every word now
Retaining more words
Sharp-eyed reader
Skilful
Studies very carefully
Taking more care
Thorough
Two pages with no mistakes

(C.2) READING COMPREHENSION

Asking more about meaning
Beginning to criticize books
Coherent when discussing
Conversation good
Delving into books
Discerning
Discussion good
Exploring books
Getting a feeling for words
Good comprehension
Good talk, little reading
Probes the meaning
Remembers 'story so far' better
Stopped a lot to discuss - good!
Taking more of the story in
Tries very hard to understand
Understanding more now
Understood hard words

(C.3) READING STYLE

Accomplisned
Alert
Application better
Attention undivided
Beginning to correct him/herself
Careful
Clearer
Concentrating a lot better
Confident
Coping well
Determined
Diction better
Doubts self less
a Dynamic reader
Excellent choice
Expects failure no longer
Expression coming along nicely
Expressiveness improved
Faith in self evident
Fluency improving
Fluent
Getting in tune
Getting onto a harder book
Getting settled now
Good attack!
Graceful reading
Graphic reading
Has a go at hard words
Has stopped rushing
Hesitates much less
Keeping a steady flow
Keeping a steady pace
Knocking well
Lucid
Masterful
More expression
More variety in reading

Notices punctuation
Observant
Pacing better
Paying heed
Paying attention
Phrasing better
Professional
Reading harder words on own
Reading slower and better
Reads nearly all by self
Reads quite easily
Rhythmic
Ringing the changes in books
Sensitive reading
Signalling well
Smooth
Steadier
Stylish reading
Successful
Synchronised
Tackled the hard words well
Taking notice
Takes the initiative well
Trusts own ability
Undistracted
Versatile
Vivid reading

(D.1) GENERALLY GETTING BETTER

Achieved a lot today
Advancing
Beneficial
Best ever
Best yet
Better
Better every minute
Blossoming
a Breakthrough
Catching on to reading
Change for the better
Classic reading
Coming on a bunch
Coming on great
Coming on a treat
Coped well
Developing
Did very well indeed
Doing well
Finding book quite easy
Forging ahead
Full marks
Getting better all the time
Getting better bit by bit
Getting on
Getting on to harder books
Good improvement
Good today
Great improvement
Has never read as well
Has never read better
Impr ved a bit more
Improved vastly
Improving all the time
Improving every day
Improving immensely
Improving rapidly

Improving slowly
Improving - very quickly indeed
Making great strides
Making headway
Mastering reading
Nearly as good as me
No problems
Overtaking me!
Picking up
Picking it up well
Productive reading
Progressing
Progressing in leaps and bounds
a Purple patch
a Radical change
Reading beautifully
a Reading revival
a Reformed reader
a Rising reading star
Reading transfusion helping greatly
Showing promise
Showing results
Stretching ability
Taking off
a Transformation
Turned the corner
Twigging what reading's about
Very competent
Vintage performance
Virtuoso performance

(D.2) GENERAL PRAISE

A.1.
Absolutely brilliant today
Admirable
Ace
Apprentice doing well
Astounding
At his/her best today
Becoming a super reader
Began very well
Brilliant (brill)
Champion
Congratulations
Contented
Coach is pleased with the player
Commended
Couldn't have done any better
Creditable
Delighted with "X" tonight
Definite improvement
Did very well
Doing nicely
Doing smashing
Eleven out of ten
Excellent
Fabulous
Fairly good
Fantastic
Fine
First rate
Gets carried away!
Going very well
Good
a Good attempt
Good effort
a Good little reader
Good progress
Good reading

a Good start
Grand
Gratifying
Great
Happy session
Harmonious session
I am very pleased
I praised her a lot today
Ideal
Impressive
Jolly good today
Knockout
Lovely
Out of this world
Magic
Magnificent
Marvellous
Matchless
Miraculous
No problems
Pleased
Pleasing
a Positive effect
Praiseworthy
Read better today
Reading very well
Read this book well
Satisfied
Second to none
Skilled
Smashing
So good I had to praise him/her many times
Sparkling reading!
Splendid
Stupendous
Super
Superb
Superfine
Superlative

Ten out of ten
Terrific (Triff)
The tops
Tip top
Top quality
Top seed reader
Tremendous today
Well done
Well read
Wizard
World beater
Wonderful
Wonderwoman
Worthwhile
You are doing very well today
Zappy reading

Even with the help of this dictionary, you might want a change now and again.

Instead of writing, try putting stars instead:

* average ** good *** very good

or use smiley faces:

average good very good

or even points:

(1) average (2) good (3) very good

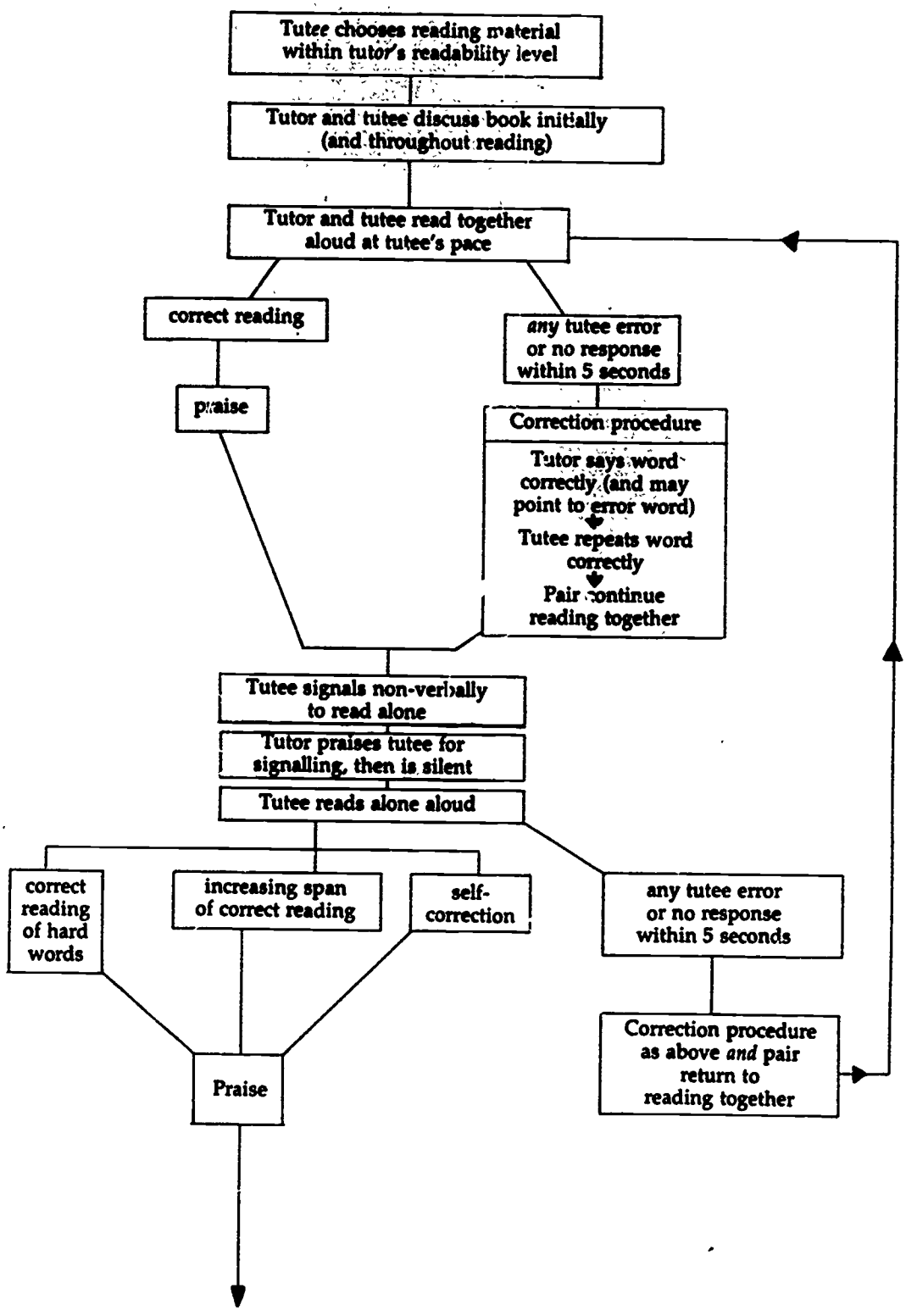
Some readers like to add up their stars or points each week, to see if they can get more the next week.

If the 'reader' does get more the next week, they might like a little 'treat' for doing so well. The 'helper' has done well, too, so they should get a treat also! But no cheating!

If you go on with your reading for many weeks you might find that writing a comment just once or twice a week is enough. Do keep making a note of what you have read, though.

This book was made by looking through the diaries kept by lots of people in many different reading projects, and picking out the best words of praise they used. Thank you to all the children and adults who helped in this way. A big special thank you to the pupils of Gomersal Middle School, who did a lot of work in collecting and writing out praise words used during their peer tutor project.

Paired reading procedure



HOME READING RECORD SHEET

Name: _____

DAY	BOOK CHOSEN	TIME SPENT	WITH WHOM?	COMMENTS
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Teacher's Comment: Signed: Date:

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Teacher's Comment: Signed: Date:

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Teacher's Comment: Signed: Date:

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Teacher's Comment: Signed: Date:

Name of Tutor _____ Name of Tutee: _____

PLEASE TICK WHICH IS TRUE FOR YOU

A. Is your tutee:-

(1)	Reading more	: about the same:	Reading less
(2)	Sticking to the same kind of book	: about the same:	Reading different kinds of book
(3)	Understanding books more	: about the same:	Understanding books less

B. Is your tutee:-

(4)	Less confident in reading	: about the same:	More confident in reading
(5)	More willing to read	: about the same:	Less willing to read
(6)	Less interested in reading	: about the same:	More interested in reading
(7)	Enjoying reading more	: about the same:	Enjoying reading less

C. When reading out loud, is your tutee:-

(8)	Making more mistakes	: about the same:	Making less mistakes
(9)	Keeping a steadier flow	: about the same:	Stopping & starting more
(10)	Reading in a lifeless, boring way	: about the same:	Reading with more life and expression

D. Would you like to:- CHOOSE UP TO THREE:

(11)	Go on P.R. Tutoring as often as now?	YES	☐
(12)	Go on Tutoring, but not so often?	YES	☐
(13)	Go on Tutoring, with a different tutee?	YES	☐
(14)	Tutor reading, but in a different way?	YES	☐
(15)	Tutor something else, like maths or spelling?	YES	☐

Any other comments:-

Thank you for telling us what you think.

PAIRED READING

WHAT WAS IT LIKE?

TICK WHICH IS TRUE FOR YOU

1.	a.	It was hard to get books	OR	b.	It was easy to get books
2.	a.	It was easy to find time	OR	b.	It was hard to find time
3.	a.	It was hard to find a good place to read	OR	b.	It was easy to find a good place to read
4.	a.	It was easy to learn to do	OR	b.	It was hard to learn to do
5.	a.	I soon got fed up with it	OR	b.	I liked doing it
6.	a.	The Record Sheet was a help	OR	b.	The Record Sheet was no use

PAIRED READING HAS LED TO:

7.	a.	Not liking all kinds of reading	OR	b.	Liking all reading better
8.	a.	Getting better at all kinds of reading	OR	b.	No better at all kinds of reading
9.	a.	Getting on worse with each other	OR	b.	Getting on better with each other
10.	a.	I want to go on doing Paired Reading	OR	b.	I want to stop Paired Reading for now
11.	a.	I won't tell anyone about Paired Reading	OR	b.	I will tell other people about Paired Reading

12. Can you tell us one thing we can do to make Paired Reading better? (or the way we tell you about it?) Write what you think here:-

Name: _____

ERIC

THE RYEDALE ADULT LITERACY PAIRED READING TRAINING PACK

Contents

(1) News Release

(2) Pamphlet: Paired Reading - HOW TO DO IT

(3) Flowchart: Paired Reading Procedure

(4) Pamphlet: Paired Reading for Adults with Literacy Problems

(5) Pamphlet: The Ryedale Adult Literacy Paired Reading Project

(6) Teaching Notes (for use with training tape)

(7) VHS Videotape: Paired Reading Training (1 hour)

(8) Tutor Evaluative Checklist

(9) Tutee Evaluative Checklist

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Cost = £10.70 plus £1.00 postage Total = £11.70

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Directorate of Educational Services
Oldgate House
Huddersfield HD1 6QW
West Yorkshire
England
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Copies of the Paired Reading Bulletins (dealing mainly with Paired Reading with children) may still be available, cost varying from £1.30 to £2.00 per issue.

Kirklees Metropolitan Council

PSYCHOLOGICAL SERVICE
THE OASTLER CENTRE
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(Second Edition, 1986)

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2.	Leaflet: Setting up a Peer Tutor Project (16)	.30		
3.	Planning Information Pro-forma (Parents) (6)	.12		
4.	Planning Information Pro-forma (Peer Tutors) (4)	.08		
5.	P.R. Bibliography (7)	.15		
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10.	Home Reading Record Sheet (1)	. 2		
11.	P R Checklist on Method (1)	. 2		
12.	Handout: "P R - What are the Advantages?" (2)	. 4		
13.	P R Evaluation Results Summary Chart (1)	. 2		
C. Evaluation and follow-up				
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15.	Follow-up Questionnaire (Children) (1)	. 2		
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