

SCOTLAND READS

TRAINER MANUAL

PAIRED READING PARTNERS



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CREDITS AND ACKNOWLEDGEMENTS

CREDITS

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Learning and Teaching Scotland gratefully acknowledges the input of Professor Keith Topping from Dundee University. Professor Topping trained the volunteers during the 2005–2006 Scotland Reads pilot, and has produced a wide range of material on peer tutoring.

For further information, visit

www.dundee.ac.uk/eswce/staff/kjtopping.php

www.dundee.ac.uk/eswce/research/projects/trw

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INTRODUCTION

TRAINER MANUAL DESIGN AND LAYOUT

Welcome to Scotland Reads Paired Reading Partners and the local authority training manual for trainers. The manual has been designed to provide a thorough yet user-friendly foundation for the training of tutors in paired reading techniques. All resources needed to ensure that training is systematic and progressive have been provided with this package, including film footage and PowerPoint presentations to enhance your training sessions. Training can be delivered by a Local Authority Co-ordinator or an In-school Co-ordinator.

This Paired Reading Partners training follows on from the highly successful Scotland Reads training package for volunteers. It has been designed for use with a variety of paired reading tutors, such as classroom assistants, sixth year pupils and parent helpers. The training guidelines are flexible and can be adapted to suit different requirements.

It is also possible for older pupils to be trained in using paired reading with younger pupils, for example Primary Sevens with Primary Fours. Some guidance on adapting the material for this and other situations is given in the Appendix.

The training has been divided into three sections:

Session One
Session Two
Session Three

The first two sessions contain the vital components for using paired reading in schools. The third session gives tutors the opportunity to assess their progress and to develop their skills further at some point during their input.

In addition to the main training handbook that you are starting to read now, the manual comprises:

A DVD where the PowerPoint for each session and useful film footage can be located. The contents of the manual have also been put on the DVD to allow you to download material as you need it. You will use some resources regularly and will need to make copies of them – you can take copies from the DVD or from the pages in the manual.

Each session has been assigned its own illustration for ease of navigation. The illustrations are based on popular genres that children like to read.



Session 1



Session 2



Session 3

You will sometimes come across the following icons to help you



CAUTION

Advice is given about areas where you should proceed with caution and think about suitability of resources and strategies for individual tutors and pupils.



HANDY HINTS

Here you will find useful tips and ideas.

LANGUAGE USED

Throughout the manual certain terms have been used when describing resources. They are:

TEXTS

Sometimes the word 'text' has been used instead of 'book'. When referring to texts, we are referring to a wide range of reading resources. These resources might include websites, blogs and graphic novels.

READING MATERIALS

This term is used in a similar way to 'texts'. For example, when looking at selecting reading materials, tutors are encouraged to look at a variety of texts and not just conventional books.

POWERPOINT USE


Each of the three sessions has a designated PowerPoint presentation. These presentations have been put together to assist you in the delivery of your sessions – you will have something to refer to other than the material in the manual's handbook. You can make adaptations to the slides; the first slide in each presentation allows you to incorporate your authority's details and logo. You can also add information to the 'Next steps' slides found at the end of each presentation.

Please note that the PowerPoint slides sum up the main teaching points. You will need to talk through the slides, augmenting the existing words with those of your own. If, for example, you plan to use a slide to talk about selecting reading material, then you will find more relevant detail in the 'Selecting reading material' section of the handbook.

LEARNING STYLES

Your tutors will have different learning styles; with this in mind, the training has been designed to cater for the needs of kinaesthetic, visual and auditory learners. There are plenty of opportunities given for active participation in learning, and visual aids such as film clips are interspersed throughout.

However, the course itself is fairly intense, and as a trainer you can use your own judgement as to how tutors progress through it. Some tutors may need more consolidation of certain points; it is likely that just as the tutors will have different learning styles, they will also differ in their capacity to absorb and retain information.



Tutors will be told that a key element of paired reading is the use of praise; practise what you preach by praising the tutors and keeping the training sessions relaxed and non-threatening. A climate where questions can be asked without fear of ridicule and where answers are not seen as foolish or ‘wrong’ should be fostered. Some of the tutors may be quite shy and will take some time to get to know and trust you and their fellow tutors.

If you find that some are flagging during any of the sessions, then you can incorporate another warm-up into the session or use brain-gym or brain break activities. It might help to bear in mind that the tutors are not trainee teachers, and their interactions with the pupils will be different from those of teachers with pupils.

TRAINING GUIDELINES

These give you a step-by-step guide to the delivery of each of the three sessions. Success criteria are given to help focus on the outcome of the teaching and learning. An overview of each session is also provided. Activities are explained clearly, and the necessary resources are highlighted alongside an approximate guide to time allocation.

RESEARCH BASE

This training manual has been devised using a variety of information, including volunteer, pupil and teacher experiences and the training used during the 2004–05 pilot of Scotland Reads. The volunteers from the pilot were trained by Keith Topping, Professor of Educational and Social Research at Dundee University. Professor Topping is renowned for his work on peer learning and other forms of non-professional tutoring in core skills. The paired reading techniques that formed the basis of volunteer training in the pilot have been adhered to in this manual.

Enjoy your training sessions and your involvement in Scotland Reads Paired Reading Partners!



TRAINING GUIDELINES

SESSION ONE: PAIRED READING INTRODUCTION

SUCCESS CRITERIA

- Tutors have clear understanding of purpose of Paired Reading Partners
- Tutors have clear understanding of their role
- Tutors understand the purpose of the training programme
- Tutors have opportunity to meet as a group and share experiences, questions and concerns
- Social and organisational issues within a school context are highlighted
- Paired reading technique is explained and demonstrated
- Tutors have opportunity to develop paired reading skills through role play and can observe paired reading in action
- Tutors are aware of child protection issues and know how to follow appropriate procedures

PROGRAMME OVERVIEW

Introduction from Local Authority Co-ordinator

Warm-up

Background to and purpose of Paired Reading Partners

Roles and responsibilities

Key organisational issues

The First Session – Getting to know the pupils

General pointers

Paired Reading in action – How to get started

Child Protection

Plenary

INTRODUCTION, PURPOSES AND ROLES

(APPROX 1 HOUR, 09:30 - 10:30)

ACTIVITY	RESOURCES	TIMING
<p>Introduction from Local Authority Co-ordinator Basic information as to name, previous experience, any relevant details about the authority etc.</p> <p>Overview of role that Local Authority or In-School Co-ordinator will have in project and relationship with tutors.</p> <p>Ensure that tutors have a copy of the Tutor Manual.</p>	<p>Session One PowerPoint Slides One and Two</p>	<p>10 mins</p>
<p>Warm-up Any of the warm-up activities provided in this pack can be used here, and you can supplement them with your own if desired.</p>	<p>Warm-ups/ Icebreakers</p>	<p>15 mins</p>
<p>Background to and purpose of Paired Reading Partners Refer to 'Paired reading partners' which outlines who the main partners are, the main aims of the project and some information about last year's pilot. Give tutors time to digest information and ask any questions.</p> <p>Display Scotland Reads summary slide and talk through.</p>	<p>Paired reading partners Session One PowerPoint Slide Three</p>	<p>15 mins</p>
<p>Roles and responsibilities Here the tutors are introduced to the roles and responsibilities of some of the partners – particular emphasis will be made on their own role and the roles of the local authorities and schools.</p> <p>Refer to the 'Procedures, roles and responsibilities chart' – tutors should note that this also serves as a timeline. An overview of the role of the tutor can be given via the PowerPoint slides, with some time spent explaining each bullet point; then time should be given for tutors to read over the chart in pairs.</p> <p>Any questions about the Procedures, roles and responsibilities chart should be taken now before the refreshment break.</p>	<p>Procedures, roles and responsibilities chart Session One PowerPoint Slides Four–Six</p>	<p>20 mins</p>

REFRESHMENT BREAK

ORGANISATIONAL AND SOCIAL ISSUES

(APPROX 30 MINS 11:00 - 11:30)

ACTIVITY	RESOURCES	TIMING
<p>Key organisational issues</p> <p>The 'School Induction Leaflet' should be referred to, and the main points raised gone over. Tutors should be aware of the process for school induction, and be aware that they will receive details for areas of the induction leaflet when they have their first school meeting. Those who are already working in the school will not require an induction; however, it will be useful for them to fill in and refer to the induction leaflet.</p> <p>Once any immediate general questions have been answered, tutors should then complete their 'Organisational Issues Proforma' with assistance if necessary. Some sections, such as travel arrangements, will be less appropriate for those already working in schools. It is essential that tutors retain their Organisational Issues Proforma, and it is recommended that they are issued with a folder to store necessary paperwork. Sections could include: Organisation and School Details, Timetable, Pupil Information, Paired Reading Diaries, Parent Updates.</p> <p>This activity should be done with a partner – this may prove to be useful when completing the section on transferable skills arising out of the organisational process.</p>	<p>Session One PowerPoint Slide Seven</p> <p>Organisational Issues Proforma</p> <p>Bus/train timetables if appropriate</p> <p>School Induction Leaflet</p>	<p>30 mins</p>

ENGAGEMENT: GETTING TO KNOW THE PUPILS

(APPROX 45 MINS 11:30 - 12:15)

ACTIVITY	RESOURCES	TIMING
<p>The First Session</p> <p>Explain to the tutors that the first time they meet the pupil will be taken up with getting to know them and their attitudes towards reading. Show Slide Eight to introduce 'Getting to Know You' questionnaire. This has been designed to let both the tutor and the pupil gain some essential background information and to establish what</p>	<p>Session One PowerPoint Slide Eight</p> <p>Getting to Know You</p>	<p>25 mins</p>

ACTIVITY	RESOURCES	TIMING
<p>sort of subjects the pupils might like to read about. Ask the tutors why they think some of the questions are relevant, eg the ones about hobbies, TV programmes. Explain that this questionnaire should be filled in by the tutor alongside the pupil – this lets the pupil find out a bit of information about the tutor and see that the relationship is two-way.</p> <p>It should be highlighted here that although the tutors should share some information, it should be limited and pupils should be steered away from delving too deeply into the tutor's personal life.</p> <p>At this point, tutors can get into pairs or groups and try filling out the questionnaires together.</p>		
<p>General pointers Tutors are now given some further information that will assist with their initial meetings. Use Slide Nine to highlight these general principles, and to talk through each one. Tutors can also refer the 'General Pointers' guide. Those who are already working in schools, such as classroom assistants, can share their experiences with others.</p> <p>As each point is raised, discussion should be generated in pairs – give each pair two mins to discuss each point and then bring back to feedback before moving on to the next point.</p>	<p>Session One PowerPoint Slide Nine</p> <p>General Pointers</p>	<p>20 mins</p>

LUNCH BREAK

STARTING OUT WITH PAIRED READING AND CHILD PROTECTION (APPROX 2HRS 13:00-15:00)

ACTIVITY	RESOURCES	TIMING
<p>Paired Reading in Action – How to Get Started: Tutors should now be introduced to the concept of paired reading and the techniques they will use. Emphasise that the paired reading technique must be adhered to, especially for the first ten sessions. Once tutors are confident in using the technique, they will receive more training that</p>	<p>Session One PowerPoint Slide 10</p> <p>Session One PowerPoint Slides 11–14</p>	<p>1 hr 15 mins</p>

ACTIVITY	RESOURCES	TIMING
<p>may allow them to adapt techniques and extend their approaches. Before reaching this point, however, it is crucial that they establish a degree of authority and respect.</p> <p>Use Slide 10 to show that Paired Reading is a tried and tested technique that should be persevered with despite persuasion/protestations from the pupils.</p> <p>Now tutors are ready to learn the basic principles of Paired Reading. Use Slides 11–14 to explain the basic techniques. They do not need to look at Selecting Reading Material in any great detail at this point.</p> <p>Then show clips of paired reading in action – these are clips from the pilot of the Scotland Reads project with real volunteers and pupils. Teachers also give their views. This filming is suitable for demonstrating to tutors how paired reading is carried out and the benefits that a paired reading programme can bring to a school.</p> <p>The clips of paired reading are fairly brief here, and the film is intended to give tutors an idea of how they will be working with pupils.</p> <p>You should find it helpful to pause the film every so often to allow for discussion.</p> <p>First Sequence: Volunteer Heather – Paired reading with male pupil, interviews with pupil and Heather. Shows basic reading together technique and good use of praise. Pupil highlights importance of getting help choosing books and that he now reads in bed.</p> <p>Second Sequence: Volunteer Duncan – Paired Reading with female pupil, interview with pupil. Volunteer points out that pupil can tap book if she wants to read by herself. When pupil makes an error, it is corrected and pupil repeats. Pupil again highlights importance of picking book you want, and has changed her attitude to reading.</p> <p>Third Sequence: Interview with male class teacher. Here Mr Galloway points out that pupils are now more independent in their approach to reading, and that paired reading is seen as a fun activity that pupils want to participate in.</p>	<p>Session One Scotland Reads Film (On DVD, duration 13 mins 19 secs)</p> <p>Basic Guide to Paired Reading – Getting Started</p> <p>Ways to Praise</p>	

ACTIVITY	RESOURCES	TIMING
<p>Fourth Sequence: Interview with female probationer teacher. Here Emma Young tells us that she has noticed heightened pupil enthusiasm and willingness to discuss reading. She also points out that reading is a necessary skill to allow pupils to access other areas of the curriculum, and that reading aloud can be a daunting experience for some pupils.</p> <p>Fifth Sequence: Volunteer Joanne – Paired reading with two female pupils, interviews with pupils and Joanne. Joanne uses praise, and encourages pupils to look at pictures. First pupil tells us that she is now a reader and would recommend paired reading to others. Second pupil tells us that she appreciates help she gets when stuck.</p> <p>Sixth Sequence: Volunteer Kenneth – Paired reading with two male pupils, interviews with pupil and Kenneth. Here we see first pupil tapping on book of poetry to signal that he wishes to read alone. Pupil likes the fact that he has one-to-one attention from Kenneth and now chooses to read at home and chooses books from the school library. The second pupil and Kenneth read together, and look at pictures. The pupil appreciates help when he is stuck and is more confident when reading aloud.</p> <p>Once clips have been viewed, invite tutors to comment on what they saw.</p> <p>Please note: The pilot volunteers were very accommodating when agreeing to be filmed. Tutors should be aware that filming cannot capture the true essence of the usual sessions, given the situation and the fact that cameras were there.</p> <p>Trainers should now go over any points they wish to raise on the procedures demonstrated. Tutors can refer to the ‘Basic Guide to Paired Reading – Getting Started’ and ‘Ways to Praise’.</p> <p>Tutors now go into pairs (encourage different pairings from the morning session). Tutors alternate between being the pupil and being the tutor. Using the books selected for the purpose, pairs should practise the paired reading techniques in role. The partner who has adopted the role of the pupil should make mistakes, use the knocking signal etc for authenticity. The partner who has adopted the role of the tutor should try out questions and the use of praise</p>		

ACTIVITY	RESOURCES	TIMING
<p>and encouragement etc. Roles should be reversed after 10 mins.</p> <p>Tutors now brought back as group to discuss how they found the role play activity and to talk about any particular difficulties.</p>	<p>Basic Guide to Paired Reading – Getting Started</p> <p>Ways to Praise</p>	
<p>Child Protection</p> <p>Emphasis should be made here on the nature of working in schools and working closely with young people. There may be times when tutors come across inappropriate behaviour, sharing of information, conversations that cause concern. Stress that it is vital to know how to deal with these situations should they arise and to know what procedures to follow – this is for the safety of the tutor as well as the pupil. Even classroom assistants can benefit from this refresher guide.</p> <p>Show Slides Two and Three to highlight main issues linked to child protection.</p> <p>Highlight any procedures particular to the local authority, and refer to ‘Child Protection for Tutors’. Let tutors have a few minutes to look over this document, and then answer any relevant questions.</p>	<p>Session One PowerPoint Slides 15–16</p> <p>Child Protection for Tutors</p>	30 mins
<p>Plenary</p> <p>Next steps can now be highlighted for the tutors. These will include:</p> <ul style="list-style-type: none"> ● Date of next training session ● Disclosure tracking – any relevant reminders ● Next session topics – more details on paired reading techniques, selecting appropriate books, dealing with challenges. <p>Questions – any outstanding questions can now be dealt with.</p>	<p>Session One PowerPoint Slide 17</p>	15 mins

SESSION TWO: A CLOSER LOOK AT PAIRED READING AND CHALLENGES

SUCCESS CRITERIA

- Tutors have opportunity to meet as a group and share experiences, questions and concerns
- Tutors review what they have learned about paired reading and learn how to develop skills further
- Tutors have opportunity to develop paired reading skills through role play and can observe paired reading in action
- Paired reading skills can be monitored by means of a checklist
- Process of observation and recording of pupil sessions is clear to tutors
- Tutors are clear as to how they will proceed in schools

PROGRAMME OVERVIEW

Review of prior learning

Selecting reading material

Developing paired reading skills

Keeping records

Challenges – working in a school environment

During reading

Plenary

REVIEW AND SELECTING READING MATERIAL

(APPROX 1HR 15 MINS, 09:30 - 10:45)

ACTIVITY	RESOURCES	TIMING
<p>Review of prior learning Under the headings 'Purpose of Paired Reading Partners', 'Role of the Tutor', 'Getting Started with Paired Reading' and 'Child Protection', brainstorm using flipchart or similar to activate prior knowledge and to see what has been retained from the previous session.</p> <p>This might best be done in two or three small groups, which then share findings as a whole group.</p> <p>Any gaps in knowledge, lack of understanding or questions can be addressed here.</p>	<p>Flipcharts, pens or similar</p>	<p>15 mins</p>
<p>Selecting reading material For paired reading sessions to be a success, selection of age, ability and interest-appropriate material is crucial.</p> <p>Tutors have already seen how the 'Getting to Know You' questionnaire can help to ascertain what broad subject areas and genres the pupils are interested in. This session takes that knowledge further and focuses on:</p> <p>Readability selection Tutors are shown how they might select texts that are not too difficult yet not too easy for assisted reading – texts chosen should not intimidate or demoralise pupils, nor should they be simple enough for pupils to read entirely unassisted. Slide Two and 'Selecting reading material' cover the following ways to assess difficulty of a text: Looking at books read in class Book banding and publishers' information Five finger test and using Microsoft Word</p> <p>Selection based on personalisation and choice Tutors should be aware that by selecting texts that link to pupil interest, pupils will be more engaged in the reading process and more motivated to read. This will aid pupils in tackling more complex texts, and helps fulfil some of the purposes and principles of <i>Curriculum for Excellence</i>. Pupils can be helped in a number of ways to select texts to read when they are unsure, and it is important to encourage pupils to</p>	<p>Session Two PowerPoint Slide Two</p> <p>Selecting Reading Material</p> <p>Session Two PowerPoint Slide Three</p> <p>Session Two PowerPoint Slide Four</p>	<p>1 hr</p>

ACTIVITY	RESOURCES	TIMING
<p>read a wide range of genres and to broaden their reading interests.</p> <p>Slide Three and 'Selecting reading material' explore ways that pupil interest and choice can be harnessed, and look at some survey results on pupil preferences.</p> <p>Useful resources Slide Four and 'Selecting reading material' explore useful resources, such as libraries and librarians, the internet, etc.</p> <p>Activity: Tutors in groups as per previous activity take 10 mins to look at some texts that have been made available. Discussion should centre on who they think the texts would be suitable for, and an explanation of their opinions. One person from each group then reports back to the whole group. Slide Five can be used as a reminder of the focus of the activity.</p> <p>Action Plan: Tutors are shown the 'Action Plan Grid' on selecting resources. At some point in the first week of their school placement, time should be allocated to resource location. The grid should be completed for each pupil on the first week of placement, and will outline what resources were chosen, where they were found etc. They must remember that whilst they have pre-selected some resources to get started with, the pupils must still be given a choice of reading material. Tutors should keep this in their school file record and be ready to share it with the Local Authority Coordinator or In-School Co-ordinator at the next training session or on one of the Co-ordinator visits. It will help discussion with pupils if the tutors spend some time familiarising themselves with the material in advance of reading with the pupil. When a pupil selects a text that has not been seen by the tutor, they can have a closer look when the pupil has gone and before the next session if required.</p>	<p>Session Two PowerPoint Slide Five</p> <p>Selection of appropriate texts</p> <p>Action Plan Grid</p>	

REFRESHMENT BREAK

DEVELOPING PAIRED READING SKILLS

(APPROX 1 HOUR, 11:00 - 12:00)

ACTIVITY	RESOURCES	TIMING
<p>Before reading Here tutors are shown some basic techniques to use before pupils start reading that will help pupils make connections with what they know already and help them gain easier access to the text. If the text is read over more than one session, some time should be spent recalling what was read before.</p> <p>Use Slide Six to introduce.</p> <p>These points are reinforced in 'Before reading'.</p>	<p>Session Two PowerPoint Slide Six</p> <p>Before Reading</p>	<p>15 mins</p>
<p>Reinforcement of paired reading technique Use Slide Seven to recall the main techniques used in paired reading. Tutors have already recalled some information during the morning brainstorming session. Tutors should also refer to 'Basic Guide to Paired Reading – Getting Started'.</p> <p>Tutors will now watch some more paired reading footage from the second group of clips. Once they have watched these, invite some comments about what they have seen.</p> <p>First Sequence: Volunteer Kenneth reading with male pupil. This illustrates tapping on page to read alone. What sort of 'before reading' strategies could have been used here? What sort of questions could you ask about the book? How is the level of the book for the pupil? Too easy? Too hard?</p> <p>Second Sequence: Volunteer Kenneth reading with male pupil. An abridged version of this filming sequence will have been seen already by tutors in Session One. This clip shows how errors and hesitations are put right and repeated by the pupil.</p> <p>Third Sequence: Heather reading with female pupil and pupil interview. Heather and the pupil read a picture book together. It should be obvious to tutors that the pupil is a hesitant reader and that Heather is being very patient. The interview with the pupil is interesting in that she tells us how she and Heather go about the</p>	<p>Session Two PowerPoint Slide Seven</p> <p>Session Two Paired Reading Clips (on DVD, total duration 9 mins 29 secs)</p>	<p>20 mins</p>

ACTIVITY	RESOURCES	TIMING
<p>selection of reading material. She also says that she now has lots of books and that she enjoys the opportunities she has to talk with Heather.</p>		
<p>Consolidating techniques and 'before reading' strategies Tutors will now practise using the basic paired reading techniques, but this time they will incorporate some of the 'before reading' strategies. They will also provide feedback to each other using the 'Paired Reading checklist'.</p> <p>It should be emphasised that before they start to read, some time should be spent on the 'before reading' element to bring out prior knowledge, help pupil get ready for reading, etc.</p> <p>Please note that the 'Paired Reading checklist' can be used by the Local Authority or In-School Co-ordinator when observing tutors. The checklist monitors basic paired reading technique.</p>	<p>Paired Reading checklist</p>	<p>25 mins</p>

LUNCH BREAK

CHALLENGES WORKING IN A SCHOOL ENVIRONMENT

(APPROX 45 MINS, 13:00 - 13:45)

ACTIVITY	RESOURCES	TIMING
<p>Warm-up The 'School Experiences' warm-up from 'Warm-ups and Icebreakers' would be ideal to use here.</p> <p>Keeping records Here the tutors are shown the two forms of records that they must keep up to date. One is the 'Paired Reading Diary', which the tutor completes each week for each pupil. A note is kept of the dates and times of the sessions, and a comment made. The diaries should be initialled and dated each week by the In-School Coordinator.</p> <p>The second record is the 'Parent Update' – this must be completed at the end of each six-week block. The update keeps parents informed about their child's experiences throughout the project.</p>	<p>Warm-ups and icebreakers</p> <p>Paired Reading diary</p> <p>Parent update</p> <p>Session Two PowerPoint Slide 8</p>	<p>45 mins</p>

ACTIVITY	RESOURCES	TIMING
<p>Parent Updates should be signed and sent out by the In-School Co-ordinator. Pupils then return the signature slips to their class teacher. A copy of the Parent Updates should be retained for school use.</p> <p>Working in schools Tutors are given time to discuss which aspects of working in a school may be different from working in other environments or business environments such as banks etc. Comments may be noted if wished on flipchart.</p> <p>Slide Eight can now be shown, where elements particular to working in a school are highlighted, such as relationships with children and parents. Please note that those already working in schools, for example classroom assistants, will already be familiar with a school's workings. However, it may be useful for them to discuss their experiences and to focus on how being a paired reading partner will fit into their established routines.</p> <p>Volunteers from the Scotland Reads pilot were asked what sort of things they would like to have known about schools and things that tutors should look out for. Some of these are highlighted in Slide Eight, and each area should be explained to tutors, with time given for discussion. The group should also refer to 'Advice from volunteers'.</p>	<p>Advice from volunteers</p>	

DEVELOPING PAIRED READING SKILLS

(APPROX 1HR 15 MINS, 13:45 - 15:00)

ACTIVITY	RESOURCES	TIMING
<p>During reading Here tutors are shown some basic techniques to use with pupils during reading that will help pupils towards a better understanding of the text. If the text is read over more than one session, some time should be spent recalling what was read before.</p> <p>Use Slides 9–10 to introduce.</p> <p>These points are reinforced in 'During reading', and tutors should refer to this.</p>	<p>Session Two PowerPoint Slides 9–10</p> <p>During reading</p> <p>Suitable reading material for role play</p>	<p>1 hr</p>

ACTIVITY	RESOURCES	TIMING
<p>Opportunities for questions can be made throughout.</p> <p>Tutors should now get into pairs and role-play some paired reading, this time concentrating on incorporating some of the 'during reading' strategies.</p> <p>After approx 10 minutes the roles should be reversed.</p>		
<p>Plenary</p> <p>Next steps can now be highlighted for the tutors. These will include:</p> <ul style="list-style-type: none"> ● Date of next training session and topics covered ● Update on disclosure ● Dates for first observation from co-ordinator and brief overview of purpose ● Good luck for school start. <p>Questions – any outstanding questions can now be dealt with before tutors start in schools.</p> <p>It is recommended that they review their training manual before starting and ensure that they have any essential paperwork organised.</p> <p>Tutors are then requested to bring along some fiction and some non-fiction texts that they have had particular success with during their sessions. This will help in the compilation of a top ten of fiction and non-fiction titles.</p>		15 mins

SESSION THREE: TAKING PAIRED READING FURTHER AND REVIEW OF EXPERIENCES

SUCCESS CRITERIA

- Tutors have opportunity to meet as a group and share experiences, questions and concerns
- Tutors review what they have learned about paired reading
- Tutors have opportunity to develop paired reading skills through role play
- Tutors share information on reading material selected and contribute to compiling a top ten of fiction and non-fiction texts
- Opportunities are given to look at some different approaches to paired reading
- Opportunities are given to think about transferable skills gained

PROGRAMME OVERVIEW

Warm-up

Review of experiences in schools

Top ten fiction and non-fiction titles

After reading strategies

Some different approaches to paired reading

Varied reading materials

Transferable skills

Effective questioning and thinking

Plenary

WARM-UP, REVIEW AND OBSERVATION OF EXPERIENCES AND TOP TEN TITLES

(APPROX 1 HOUR 15 MINS, 09:30 - 10:45)

ACTIVITY	RESOURCES	TIMING
<p>Warm-up Any of the warm-up activities provided in this pack can be used here, and you can supplement them with your own if desired.</p>	<p>Warm-ups/Icebreakers Flipcharts, pens or similar</p>	10 mins
<p>Review of experiences Under the headings 'Successes' and 'Challenges', tutors note what they have enjoyed about their experience so far and successes they have had, alongside any challenges and concerns. This might best be done in two to four small groups, which then share findings as a whole group.</p>	<p>Flipcharts, pens or similar</p>	20 mins
<p>Top ten titles In Session Two, tutors were asked to bring along some fiction and non-fiction titles that they have had particular success with. In turn, each introduces their titles and explains why they chose them and who they are suitable for. They can also give a brief synopsis for each. The Local Authority Coordinator or trainer now compiles a top ten list for fiction and non-fiction titles on the Top Ten Titles record sheet. Tutors should also note the titles on their own sheet.</p>	<p>Top Ten Titles record sheet</p>	45 mins

REFRESHMENT BREAK

AFTER READING STRATEGIES AND DIFFERENT APPROACHES TO PAIRED READING

(APPROX 1 HOUR 15 MINS, 11:00 - 12:15)

ACTIVITY	RESOURCES	TIMING
<p>After reading Tutors are now shown how using 'after reading' strategies can further benefit pupils. Knowledge can be consolidated and transformed, and</p>	<p>Session Three PowerPoint Slides Two and Three</p>	30 mins

ACTIVITY	RESOURCES	TIMING
<p>self and peer evaluation can take place. Pupils and tutors can discuss their opinions and ideas – something where there might not always be lots of time spent at home or in school. The strategies are outlined in Slides Two and Three, and tutors should refer to ‘After Reading’.</p> <p>Tutors should be given some time to talk in pairs about different ways they would use the ‘after reading’ strategies.</p> <p>It is important to make clear to the tutors that whilst ‘before, during and after reading’ strategies are important, they should not bombard the pupils with too many activities. Remember, the main aim is to enthuse pupils and help them see reading as a worthwhile, fun activity.</p>	<p>After reading</p>	
<p>Different approaches</p> <p>By now, the ‘tried and tested’ basic paired reading techniques will have been firmly established. Tutors will have been using ‘before reading’ strategies and will go on to try out some of the ‘during reading’ and ‘after reading’ approaches.</p> <p>Every so often, tutors may wish to vary their sessions with some new approaches to or adaptations of the paired reading technique. Things that tutors can try include:</p> <ul style="list-style-type: none"> ● Reading aloud to pupils – This lets the tutor model good reading habits with regards to expression, use of punctuation, thinking aloud etc. The pupil should follow the text with the tutor. ● Silent reading – both the tutor and the pupil read alone silently for a short time. They can read the same or different texts, and discuss what they have read later. This gives readers a bit of quiet time, and can encourage the sort of good reading habits that pupils will use when they read alone outside of the sessions. ● Echo reading – This is a bit like reading aloud, but the tutor models the reading of a section of text and then the pupil reads the same section. <p>The approaches are outlined in Slide Four, and tutors can refer to ‘Different approaches’.</p>	<p>Session Three PowerPoint Slide Four</p> <p>Different approaches</p>	<p>45 mins</p>

LUNCH BREAK

VARIED READING MATERIALS, TRANSFERABLE SKILLS AND EFFECTIVE QUESTIONING

(APPROX 1 HOUR 45 MINS, 13:15 - 15:00)

ACTIVITY	RESOURCES	TIMING
<p>Warm-up Any activity from 'Warm-Ups and Icebreakers' would be ideal to use here.</p>	<p>Warm-ups/Icebreakers</p>	<p>10 mins</p>
<p>Varied reading materials Tutors now have a good grasp of paired reading skills. They should be ready to add some more variety in terms of texts they read with pupils. Use Slide Five to introduce. Tutors should refer to 'Varied reading materials'.</p> <p>Main areas covered are:</p> <ul style="list-style-type: none"> Using websites – If a pupil particularly likes an author, some time can be spent looking at the author's website if they have one and doing some research into them. They can also look at some of the many websites suitable for pupils that encourage reading through games and other activities. Some websites recommend and review books, and can help pupils and tutors to widen their reading range. Others allow pupils to post their own reviews of books. In order to make this manual future-proof, a list of websites has not been included here. Reading comics and graphic novels – There has been much debate recently in the press as to the worthiness of reading comics and graphic novels in schools. However, they do harness pupil interest, have been shown to motivate and many contain quite complex themes, language and ideas. LTS has some resources on the Literacy website that can support the use of comics and graphic novels. If a pupil expresses an interest in this type of reading, then tutors can use it as an addition to traditional texts and should not avoid it for reasons that it is not deemed to be 'proper' literature. Reading magazines and newspapers – Again, this is the type of material that may spark pupil interest and are the texts that they may use in their everyday life. 	<p>Session Three PowerPoint Slide Five</p> <p>Varied reading materials</p>	<p>25 mins</p>

ACTIVITY	RESOURCES	TIMING
<p>Transferable skills</p> <p>Here tutors are prompted to think about the ways in which being a part of Scotland Reads Paired Reading Partners has given them transferable skills. Use Slide Six to introduce.</p> <p>Divide the tutors into groups. Using the headings from Slide Six, ask the tutors to record on flipchart, whiteboard etc the group's comments. One person from each group then reports back.</p>	<p>Session Three PowerPoint Slide Six</p> <p>Transferable skills</p>	<p>40 mins</p>
<p>Effective questioning and thinking</p> <p>This section takes tutors' knowledge a step further. They already know about 'before, during and after reading' strategies, and may now be ready to look at developing thoughtful, useful questions and activities that will actively involve pupils in learning and will deepen their thinking. Please note that this section is optional – if you feel that tutors already have enough skills at their disposal, then you may simply wish to refer them to the section in their handbook for their own further reading. Some of the techniques may be too much for some pupils, but will provide challenge for those who are ready.</p> <p>Developmental categories have been loosely based on and adapted from Bloom's Taxonomy. The categories given aim to be relevant to the Scotland Reads project.</p> <p>Main areas covered help pupils to:</p> <ul style="list-style-type: none"> ● Remember ● Understand ● Compare and look for patterns ● Evaluate ● Use and create <p>Tutors should refer to 'Effective questioning and thinking'. There are links made with strategies they may already be using, and warnings such as using judgement as to how challenging sessions should be are given.</p>	<p>Session Three PowerPoint Slide Seven</p> <p>Effective questioning and thinking</p>	<p>20 mins</p>
<p>Plenary</p> <p>Next steps can now be highlighted for the tutors. These will include:</p> <ul style="list-style-type: none"> ● Date of any authority seminars ● Dates for next visit from co-ordinator and brief overview of purpose. <p>Questions – any outstanding questions can now be dealt with.</p>		<p>10 mins</p>



SCOTLAND READS

TRAINER MANUAL

SESSION ONE MATERIAL





WARM-UPS AND ICEBREAKERS

These suggestions can be used in the order best suited to the trainer. Trainers should feel free to adapt these activities or add their own.

Pass the loo roll: This is a fun exercise that helps people get to know each other, with minimal resources and preparation. In a circle, the group throw or pass a toilet roll to each other. When the trainer says stop, the person holding the toilet roll has to tear off some sheets – as many as they like – and start passing it on again. This continues until everyone has torn off some sheets. Each person then tells some facts about themselves to the group, corresponding with the number of sheets torn off. For example, someone who has torn off three sheets shares three things and so on.

Birthday pairs: The object here is to pair up with the person whose birthday is closest to your own. Once paired, each person has to introduce their partner and relate one thing that their partner hopes to get from the day to the group.

Marooned: In teams of two or three, each team has to write down five things they would want to have if they were marooned on a desert island. The group then reports back to the others, giving reasons for their selection. This encourages teamwork and discussion.

Mind-reading attention getter: Tell the group you have ESP and can read their minds. To prove it, ask each person to think of a number from 1 up to 10. Then ask them to take that number and multiply by 9. They then take the result and add the number together (eg $27 = 2+7$, $9 = 0+9$), then take that number and subtract 5. With the result they have they then equate it to a letter of the alphabet (eg $4 = D$) and think of a country beginning with that letter. Ask them to think of an animal that begins with the second letter of the country name. Then ask the group: 'How many people are thinking of elephants in Denmark?' This exercise works because any number they think of for step 1 will result in the answer of 9 for step 3. From that point on, the country will begin with D (Denmark is one of the few options) and Elephants is usually used for E.

Call my name: The group stands in a circle and a ball is passed around. Participants don't make eye contact with the person that they are going to pass the ball to, but call their name just as they are throwing the ball. Helps keep the group alert and reinforces each other's names.

School experiences: Each person has to pick a film title from a list given that best sums up their own school experiences. Once the titles have been chosen, everyone shares with the group their memories and reasons for selection. Then the group can discuss what their expectations of working in schools are. Some suggested film titles are: *The Abyss*, *Alien*, *Comfort and Joy*, *Dazed and Confused*, *Groundhog Day*, *As Good as it Gets*, *Clueless*, *To Die For*, *A Life Less Ordinary*, *Clear and Present Danger*, *The Good, the Bad and the Ugly*, *Failure to Launch*, *Enemy at the Gates*, *A Perfect World*, *Lost in Translation*, *School of Rock*.

Two truths and a fib: Each member of the group shares two things that actually happened to them or they did the previous day, and one thing that is not true. The group has to decide which one is the fib.

SCOTLAND READS PAIRED READING PARTNERS



BACKGROUND

Since 2005, Learning and Teaching Scotland has been working in partnership with the Scottish Government, ProjectScotland and pilot authorities to place young volunteers aged 16–25 in schools where they have been supporting literacy skills through paired reading. The pilot also aimed to develop a number of skills in the volunteers themselves, from communication and organisation to the

enhancement of their own reading skills. The initiative was based on sound academic research, with the expertise of Professor Keith Topping from Dundee University being utilised to evaluate the pilot and provide volunteer training materials.

Teachers observed that pupil motivation, in terms of being more inclined to choose books and read independently, has been heightened, alongside self-esteem and belief in abilities to read with understanding and for pleasure. Interestingly, pupils did not view these sessions as a stigma in that they had been singled out, but rather felt privileged to have been chosen to have a reading partner. Parents were also most appreciative of the one-to-one input that their children received during the paired reading sessions. Working closely with pupils had been a worthwhile and inspiring experience for the volunteers, who had found the schools to be welcoming places.

Building on the success of the volunteer model of Scotland Reads, LTS is now delighted to launch Scotland Reads Paired Reading Partners. This new training model will give all authorities the opportunity to involve their young people in paired reading, whether or not they have access to volunteers. Classroom assistants, pupils and parents can now receive comprehensive training in paired reading, and pupils can reap the benefit in terms of increased engagement and self-esteem.



SCOTLAND READS ORGANISATIONAL PLAN

Scotland Reads Paired Reading Partners – Procedures, Roles and Responsibilities for Tutors

Please note the following:

- If there is not a Local Authority Co-ordinator in place, their role will be adopted by the In-School Co-ordinator. The main elements to be taken over are the training and observation of tutors.
- If classroom assistants are being trained, disclosure and school induction should not be part of the process.
- If sixth year students are going to be working with pupils on a one-to-one basis, then it is recommended that disclosure is sought. The same advice would apply to parents or other adults working in schools.
- If schools plan to use the materials for the purpose of older pupils supporting younger pupils, then some of the training and procedures can be diluted and adapted. Please see the Introduction and Appendix for further details.

TASK	LOCAL AUTHORITY	IN-SCHOOL CO-ORDINATOR	TUTOR
<p>Tutors identified and matched to schools</p> <p>Tutors meet with schools</p>	<p>Contact and information sharing with identified schools – tutor names and relevant details.</p> <p>Local Authority Co-ordinator contacts schools and tutors to arrange initial meeting within two weeks of tutors being identified, if appropriate.</p>	<p>Tutors meet In-School Co-ordinator and are given walk-round of school if appropriate. Discussion as to mutual suitability, approx number of pupils targeted and age group, and expectations of both parties. Use LTS or own induction material.</p> <p>Information given on projected start dates, accommodation, pupils involved, school procedures and routines, contact person in school and timetabling.</p> <p>Regular meetings established, eg once a week for 10–15 mins.</p>	<ul style="list-style-type: none"> ● Complete disclosure form if necessary (tutors not already working in schools). It is recommended that sixth year students, parents, etc, undergo disclosure. ● Visit school – given tour and induction, meet In-School Co-ordinator, school induction leaflet received ● Ensure information on school induction leaflet kept safe

TASK	LOCAL AUTHORITY	IN-SCHOOL CO-ORDINATOR	TUTOR
<p>Training of tutors</p>	<p>Training manual issued to tutors.</p> <p>Two initial training sessions prior to commencement in schools.</p>	<p>School aware of training programme and expectations of tutors.</p>	<ul style="list-style-type: none"> Attend two-day training programme hosted by Local Authority Co-ordinator or school if appropriate on how to do paired reading, basic organisation and engaging with schools and pupils. Review learning and points raised in training prior to starting in school.
<p>Observations organised</p> <p>Disclosure confirmed</p>	<p>Input to schools arranged to observe paired reading sessions – three sessions per tutor in total. Please note that in the absence of a Local Authority Co-ordinator, observations can be done by the In-School Co-ordinator.</p> <p>Certificates sent from Disclosure Scotland to local authority.</p> <p>Local authority to contact schools to inform disclosure granted.</p>	<p>Final timetable drawn up.</p> <p>Timetabling to include visits from Local Authority Co-ordinator.</p> <p>Contact tutors to inform disclosure received if appropriate and to confirm start times and arrangements.</p>	<ul style="list-style-type: none"> Arrange start date with school. For those who have undergone disclosure: once disclosure is through, if not heard from school once certificate is received, call school to ensure they know disclosure granted.



TASK	LOCAL AUTHORITY	IN-SCHOOL CO-ORDINATOR	TUTOR
<p>Tutors commence placement</p> <p>Blocks of six weeks</p>	<p>Three monitoring sessions per tutor undertaken for the duration of the partnership.</p> <p>Feedback given and recorded.</p> <p>Session Three of paired reading training provided at some point throughout placement.</p>	<p>Pupils and teachers informed as to purpose of project and what it will involve for them.</p> <p>Tutor attendance recorded by agreed person where appropriate.</p> <p>Tutor and pupil sessions monitored informally by In-School Co-ordinator.</p> <p>One opportunity per tutor per term to meet with class teachers given.</p> <p>Regular meetings maintained.</p> <p>Parent updates distributed.</p>	<ul style="list-style-type: none"> ● Start placement ● Pupils receive paired reading tuition: three half-hour sessions per week ● Spend time gathering resources and suitable selection of books ● Use 'Getting to Know You' record with pupils and keep on file ● Keep record of pupil sessions in 'Paired Reading Diary' ● Meet with In-School Co-ordinator regularly ● Complete 'Parent Updates' with pupils at end of each block of six weeks. ● Review feedback and action points given by Local Authority or In-School Co-ordinator ● Attend further training sessions

SCOTLAND READS ORGANISATIONAL ISSUES PROFORMA

DISCLOSURE

Your disclosure form will have been provided by and completed with the local authority or school. You will be contacted by Disclosure Scotland to tell you when your disclosure application has been successful, and your school will also be notified. The school will then be in contact with you to arrange a date for you to start your tutor input. Disclosure should take around 4–6 weeks from the date that the form was completed and sent to Disclosure Scotland.

SCHOOL DETAILS

You will be matched to a school and should record the details here:

SCHOOL NAME: _____

ADDRESS: _____

TEL NO: _____

IN-SCHOOL CO-ORDINATOR: _____

Please note that you will receive these details again when you visit the school for your induction (some of you may have already had your induction visit) and that the details will be recorded on your School Induction Leaflet. An example of this leaflet is provided in your Tutor Manual.



TRAVEL

It is best to be prepared for the daily journey that you will make to and from school in the coming months. Your Local Authority Co-ordinator will have investigated some options for you, and you should supplement these with your own findings. Your Local Authority Co-ordinator will give you some advice about how to contact travel centres, useful websites, etc. Please record your travel details here:

OUTWARD JOURNEY - LEAVING FROM/METHOD OF TRANSPORT:

TIME TAKEN FOR JOURNEY:

TIME OF TRAIN, BUS ETC:

ARRIVAL AT SCHOOL TIME (INCLUDE TIME TAKEN TO GET FROM BUS STOP, STATION, ETC TO SCHOOL):

RETURN JOURNEY - LEAVING FROM/METHOD OF TRANSPORT:

TIME TAKEN FOR JOURNEY (INCLUDE TIME TAKEN TO GET FROM SCHOOL TO BUS STOP, STATION, ETC):

TIME OF TRAIN, BUS ETC:

TRAINING SESSIONS

Your first two training sessions will prepare you for working in schools and delivering paired reading. You may then attend further sessions to help you improve and give you the opportunity to share experiences with the other tutors in your authority.

DETAILS OF FORTHCOMING SESSIONS:

A large rectangular area with a blue border, containing 20 horizontal dashed orange lines for writing.

SCOTLAND READS

PAIRED READING PARTNERS

SCHOOL: _____

NAME: _____

ADDRESS: _____

EMAIL: _____

TEL: _____



LOCATION OF SESSIONS:



ADDITIONAL SCHOOL INFORMATION

Key staff, relevant policies, IT availability, etc.

PUPIL MEDICAL REQUIREMENTS

____SCHOOL
INDUCTION HANDBOOK
ESSENTIAL INFORMATION
FOR TUTORS

SCHOOL TIMES
MORNING ENTRY BELL

____MORNING INTERVAL

____LUNCH

____AFTERNOON INTERVAL

____HOME:

____TERM DATES:
AUTUMN

____WINTER

____SPRING

____SUMMER

IN-SCHOOL
CO-ORDINATOR DETAILS

FIRST AID

FIRE PROCEDURES

DRESS CODE

PUPIL COLLECTION
ARRANGEMENTS

FEEDBACK ON PUPILS GIVEN

TUTOR ATTENDANCE
RECORDED BY (IF
APPROPRIATE):

STAFFROOM AND LUNCH
ARRANGEMENTS (GENERAL
ROUTINES, TEA/COFFEE
ROTAS, SCHOOL MEALS)

SCHOOL TRIPS/EVENTS
PLANNED

ANY OTHER INFORMATION



GETTING TO KNOW YOU

PUPIL: _____
AGE: _____
SCHOOL: _____
TUTOR: _____

What do you like to do outside of school/as a hobby?

What sort of music do you like to listen to?

What TV shows do you like to watch?

What sort of TV shows do you not like?

How often do you read at home?

What sorts of books do you like reading? Do you have a favourite author?

What sorts of books do you least like reading?

Apart from books, what else do you read? (Comic books, magazines, graphic novels, etc.)

Do you have a favourite website and/or computer game?

WORKING WITH SCHOOLS

GENERAL POINTERS

When you start in schools, the In-School Co-ordinator will provide you with a timetable outlining when you do your paired reading sessions, and the names and details of pupils. They will be aware that you may have to attend events or training sessions occasionally. If you are ill or have unavoidable appointments or commitments, let the school know as soon as possible so that they can inform the teachers and pupils of timetable changes. Schools should let you know in advance of any school trips planned or other changes to the timetable, and you will be given details of holiday dates.

During your first week, you will meet the pupils you are working with and the school staff. Some of you, such as classroom assistants, will know staff already. In your role as a paired reading partner, staff will be aware that you are not adopting the role of a teacher, and will welcome your input and the time you will spend contributing towards making their school a great place to be. The In-School Co-ordinator will be your first point of contact in the school and can offer you support. Both the pupils and the staff know about your placement and the purpose of the activities you will be involved in. When you first meet the pupils, you will complete the Getting to Know You questionnaire with them – this will help you find out a bit about their general likes and dislikes and their reading habits, and let the pupil get the same information from you. You should try to put pupils at ease and establish a rapport from the start. Remember, first impressions count! The pupil may be a bit nervous or withdrawn at first and take some time to get to know. Encourage the pupil to talk about their interests and about themselves, but don't ask or answer questions of a very personal nature. Prompt pupils by asking them open questions (why, what, where, etc) rather than closed questions which may result in yes or no answers. Explain to them what you will be doing together (paired reading method) and let them know that you will help them select suitable reading materials that they will be interested in.

You are acting as a role model for pupils and they will follow your example. Be positive about reading; help the pupil to understand how reading is an essential part of everyday life, and how it can be a worthwhile and enjoyable experience. When reading with pupils, encourage them and praise progress, however small. Be aware of your body language – children are very quick to work out when you are not being sincere. Try not to push the pupils too hard – whilst you want to challenge them, they need support and too much challenge too soon can be off-putting – one of your aims is to boost their confidence.

You will build a close relationship with the pupils – however, do not get too involved in their personal problems – see Child Protection for Tutors. You cannot contact pupils outside of school, and should not let them know details of where you live.

There may be times when pupils are particularly challenging or you have had moments of stress in your own life or with a member of staff. As you know already, working with children requires a high level of professionalism, and it is important that you deal with stresses and do not let them affect your interaction with pupils. However, remember that you are not alone: let the In-School Co-ordinator know of any concerns with pupils, and you can share concerns about staff or with matters in your life outside of school.



A GUIDE TO PAIRED READING GETTING STARTED

WHY?

Paired reading is a tried and tested method. It gives pupils more choice and control in reading and therefore can lead to greater enthusiasm. Selecting their own reading materials gives pupils a sense of ownership and of their interests being valued. They also exercise choice when deciding whether to read alone or together. There is ample thinking time given, and pupils are not under pressure to get words right on their own, but are given help with pronunciation and meaning. They also have an excellent example in their reading partner, who acts as a role model for using expression, etc. There is emphasis on questioning, so that pupils understand what they are reading and are not just decoding the words. The pupil's confidence is boosted because they are given praise and one-to-one attention. It has been shown that pupils become more positive about reading in general as a result of paired reading sessions, and feel encouraged to read more independently.



CAUTION

You should stick with the basic method of paired reading for around 6 weeks to give pupils the best experience of the advantages of reading together. Your third and fourth training sessions will give you suggestions for adapting and expanding your approach once the essential paired reading techniques have been used for the required time.

WHAT?

See 'Selection of reading material' for advice on how to select suitable, high interest and varied material. Remember, what you read together should not be so easy that the pupil has absolutely no problems reading it alone – you are assisting them in reading. However, the materials should not be so difficult that the pupil struggles to read them and loses confidence.

HOW?

BEFORE READING

It may seem obvious, but start by making sure that both you and the pupil are comfortable and sitting side by side so that you can read together. If the book or text you are reading is new, talk about the title, front cover, blurb and illustrations and make connections with what the pupil knows already. Refer to the 'Before reading' section of your training manual for more detail. If you are continuing with a book selected before, then recap information learned or the storyline as appropriate. You may also wish to have a general chat with the pupil before starting about their days at school, interesting things they have done or books that they have read when not with you. Doing this for the first few minutes of your session will relax the pupil and help them feel that you are interested in them.

DURING READING

Begin by using the basic tried and tested paired reading techniques.

Reading together: Start by reading together. The pupil and you should read together at the same pace. If the pupil is reading too slowly or quickly, then they should adjust their pace to mirror your pace. Once you have done a few sessions and got to know the pupil better, you should both be starting to get

into a good reading rhythm. You may wish to point to words or run your finger alongside the print, but only if you think the pupil is having difficulty following or concentrating.

Errors: If the pupil makes an error, allow four seconds approximately for them to self-correct. If they don't manage to get the word correct, then say the word for them and ask them to repeat it correctly. You then both continue to read together. Remember to praise the pupil for their team effort. Whilst reading together, there will be fewer errors made than when the pupil is reading alone.

Interacting and discussing: Pause every so often to ask questions, discuss interesting points and meanings of words, look at illustrations and relate reading material to experiences. Questions should be open, using words such as 'who', 'what', 'why', 'where' and 'when' to draw out useful responses. Your aim is to help the pupils interact with and get meaning from what they are reading as opposed to reading without thinking and simply decoding the words. More details can be found in the 'During Reading' section of your training manual, and you will receive focused input on this in your third training session.

Reading alone: At some point the pupil will wish to read alone. You should agree a signal for this that the pupil is comfortable with. The signal can be a tap, a knock on the table, etc. Praise them for this, and then let the pupil read alone. If they make any mistakes, allow them four seconds approximately to put the mistake right. If they get it right, praise them again and allow them to continue reading alone. If they get it wrong, read the word for them and ask them to repeat it. Act sensitively and ensure that the pupil does not feel upset or embarrassed at getting it wrong. Explain that you as a reader sometimes come across words that you are unsure of. You then go back to reading together and follow the same procedures until the pupil signals that they wish to read alone again.



HANDY HINTS

This paired reading process should be explained to the pupils at your initial meetings with them.

Some more ways to help pupils during reading will be highlighted in another session.

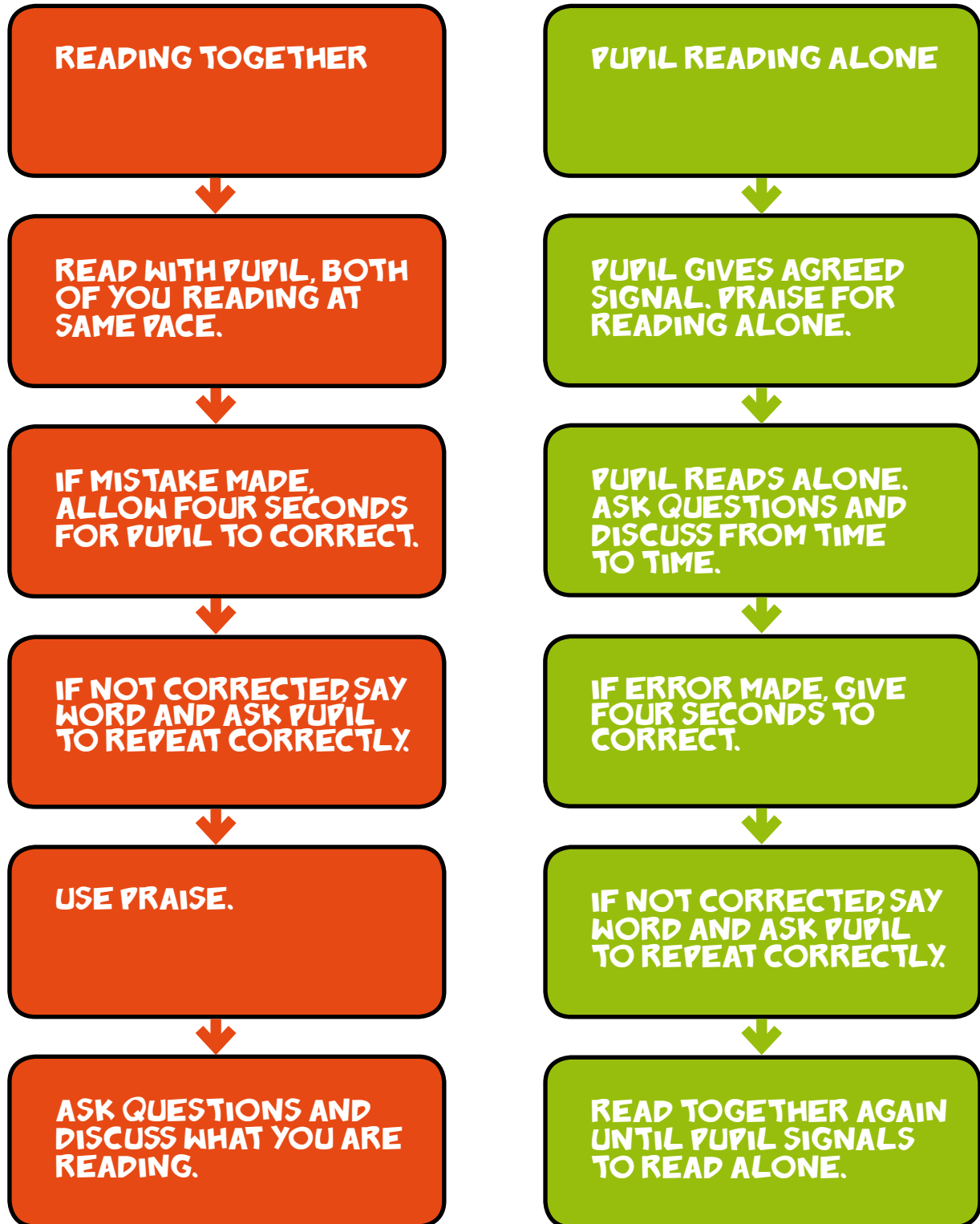
AFTER READING

When your session is drawing to a close, you can sum up with the pupil what you have both read and ask questions. Thank them for their time and talk about what they might like to do at the next session and how they feel that they are getting on. Record notes on the session in the 'Paired Reading diary'.

Some more ways to help pupils after reading will be highlighted in Session Three.



DIAGRAM OF PAIRED READING QUICK REFERENCE



WAYS TO PRAISE

Praise is a very important part of paired reading. It recognises pupil effort and achievement, and raises self-esteem and confidence. Just think how good you feel when someone praises what you are doing!

You should use praise when pupils attempt to correct words, when they get words right, when they contribute to discussions, when they signal to read alone, when they read with expression and at any time you feel it is appropriate. Praise should be used regularly, but don't overdo it! Think about your body language – smile and show that you mean what you say.

SUGGESTED WORDS AND EXPRESSIONS YOU CAN USE:

Well done!

Good, fantastic, brilliant, etc

You put a lot of expression into that

You are trying really hard

You've put a lot of effort in today

I've enjoyed reading with you today

You read that bit really well

You understand what you are reading

You tackled those hard words brilliantly

Your reading is really improving/getting better

You used that punctuation properly

Thank you for paying attention/not being distracted

Great discussion

Well done for reading alone

You've read lots of different things

The list could go on, but these are just a few suggestions to get you started.



CHILD PROTECTION GUIDANCE FOR TUTORS

When delivering paired reading sessions, you will come into close contact with children and will be viewed by the pupils as a role model and someone they can trust. There may be times where through conversations or observations you become concerned about a child's wellbeing. Child protection is the responsibility of all adults who work with children, and there is a duty of care to report any concerns as to abuse, neglect or harm.

Harm and neglect can be classified as deterioration in physical, mental, social, intellectual or emotional health and development. Abuse can take the form of emotional, physical or sexual abuse. Abuse can be further categorised as:

Physical injury: Injury inflicted on a child, the intention to injure a child or knowingly not preventing the injury of a child.

Emotional abuse: This is where basic emotional needs are not met and the wellbeing of a child suffers – this can be demonstrated in negative behaviour and can have an impact on the child's development.

Sexual abuse: Where a child is exploited for sexual gratification. It includes children being involved in sexual activity for financial reward.

Failure to thrive: Where children do not develop physically, emotionally, socially or intellectually due to their needs not being met. If medical causes for failure to thrive have been investigated and ruled out, then abuse may have occurred.

Physical neglect: If a child has not been properly cared for, they may not have basic essential needs such as food, warmth, appropriate clothing, hygiene or medical treatment fulfilled. Physical neglect may also occur when a child participates in a lifestyle that will put their health at risk.

SIGNS TO LOOK OUT FOR

You will get to know your pupils well, as you will be working with each pupil three times a week. There may be changes in behaviour or other signs that give you cause for concern and indicate that the pupil needs help. These signs include:

- change in attitude and behaviour – pupils who were previously enthusiastic and willing to work may become disruptive or behave in a manner that is out of character
- change in moods – the pupil may become withdrawn or sulky, or show changes of mood that are not consistent with your picture of them
- signs of physical injury – cuts, bruises, bumps, burns, fractures, etc
- sexually inappropriate behaviour – the pupil may use sexual language not in keeping with their age group or behave in a sexually inappropriate way
- evidence of self-harm – eating disorders, cutting, running away, etc
- appearance – there may be outward signs that the child is not being cared for, such as dirty clothing, being unwashed and persistent infestation.

CHILDREN SHARING INFORMATION

Not all suspicions of abuse or neglect arise as the result of observations. Pupils may choose to share information with you directly that could be a cause for concern. Whilst lending a listening ear and being a potential source of help, there are certain procedures that you must stick to.

If a child asks you to keep a confidence, you cannot agree that you will not share the information with an appropriate adult, especially if the information may allege abuse or point to abuse having taken place. Confidentiality is not an option if abuse or neglect is suspected. You can let the child know that they are being listened to, taken seriously and that they will be supported. Do not make any promises, or ask leading questions. The process of safeguarding the pupil's rights may lead to a police investigation, and if the child is seen to have been led in any way this may affect the strength of the case. You should also let the child know what you intend to do with the information. Trust should still be in place – you have not told the pupil that you will keep a secret and then later broken that confidence. They will also know that as a responsible adult you are acting in their best interests.

Any disclosures from children or observations that give cause for concern must be reported immediately to the school's Child Protection Co-ordinator – this is often the headteacher or depute head. The Child Protection Co-ordinator will then judge whether the information you give them is a child protection issue and if so will pass on details to the Social Work Department. As an adult working with children, you can exercise your rights to report concerns to police or social work – however, your school's Child Protection Co-ordinator will have experience in dealing with these situations and it is recommended that you refer your concerns to them. Working collaboratively and shared thinking are often the best ways to support a child. If in doubt, pass on information anyway – it is better to be on the safe side than to not report something that could affect a child badly or lead to tragedy.

Information given or observations made should be recorded as soon as possible so that any important details are not forgotten before they are passed on. You may be asked later for information from outside agencies, i.e. social work departments or the police.

Children should be treated with dignity and respect, and any information you have about a child should not be a matter for general discussion. It is of course vital to share concerns with the Child Protection Co-ordinator, but also to respect that you have access to information that should not be discussed openly with others.

SOME RELEVANT DOCUMENTS

The Children (Scotland) Act, 1995

Protecting Children and Young People: Framework for Standards, Scottish Executive, 2004

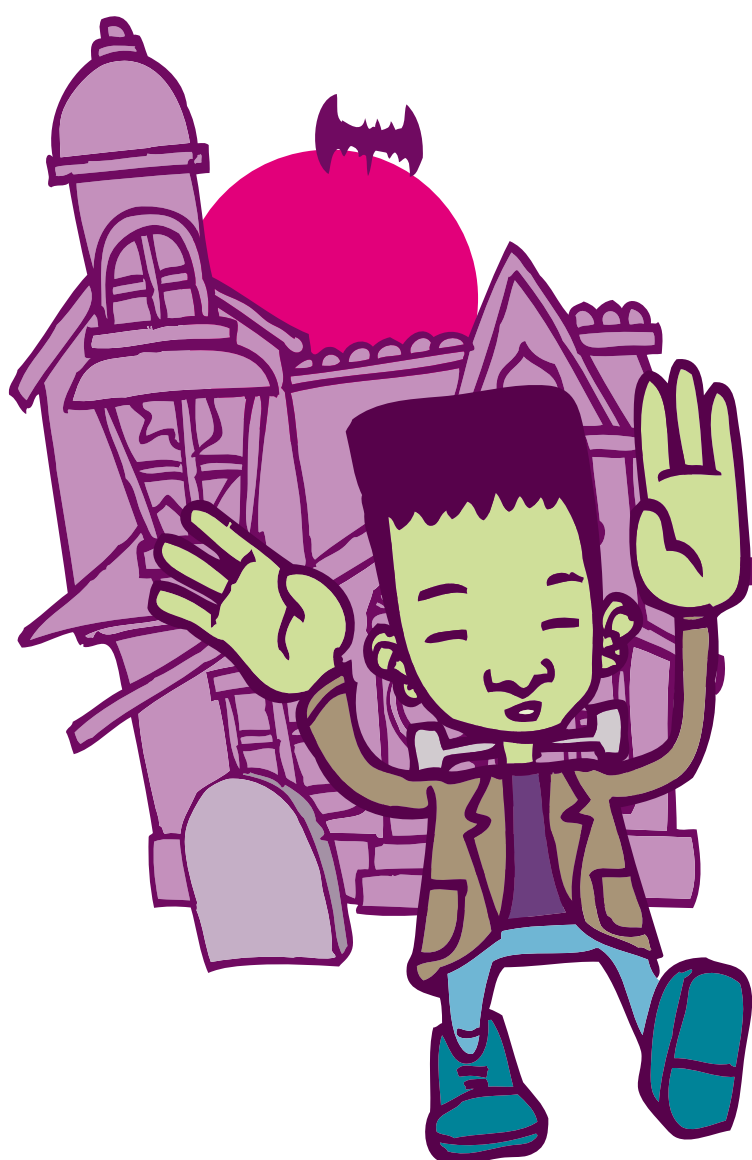
United Nations Convention on the Rights of the Child, 1991



SCOTLAND READS

TRAINER MANUAL

SESSION TWO MATERIAL





SELECTING TEXTS

PUPIL INTEREST - MOTIVATING PUPILS TO READ

Whilst it is important that the material you read with a pupil should be appropriate in terms of what they can decode and understand, it is vital that pupils are given the chance to choose reading material that interests them. It is also important that we take account of popular culture and pupil interest outside of school. Research has shown that motivating pupils to read can help address underachievement. The Scotland Reads project aims to boost the self-esteem and confidence of pupils, helping them towards an enthusiasm for reading and a view of themselves as readers.

In 2005, the National Literacy Trust carried out a survey of over 800 primary and secondary pupils in England. The survey explored why some pupils choose to read and others do not. It also gave recommendations to help promote reading for pleasure. Some of the interesting findings of the survey are as follows:

GENDER

- Girls were more positive in their attitudes towards reading than boys.
- Girls would read more if they had more time.
- Boys would read more if they found it easier or more interesting.
- Girls saw reading as worthwhile for the pleasure it gave them, whereas boys tended to see it as worthwhile in terms of getting jobs.
- Girls were more likely to talk about reading with family and friends.
- Boys were more likely than girls to find reading boring and difficult.
- Boys were more likely than girls to read newspapers, graphic novels, manuals and non-fiction books.

WHAT AND WHERE - READING PREFERENCES

- Some of the most popular reading materials outside of school were: magazines, websites, text messages, posters, emails, comics and fiction.
- The most popular types of fiction read were: adventure, comedy, horror/ghost, crime, teen fiction and sci-fi/fantasy.
- At home, pupils preferred to read in comfortable locations such as the bedroom and the lounge. At school, noisy areas such as the playground were the least preferred options.

ACTIVITIES THAT WOULD ENCOURAGE PUPILS TO READ MORE

- Designing websites
- Meeting authors
- Playing games
- Reading groups
- Designing displays
- Choosing stock for library

AGE

- Reading for pleasure declines with age, particularly between primary and secondary.
- Parents tend to be involved more in reading with younger pupils.
- Primary pupils rated themselves as better readers than secondary pupils.

KEY FINDINGS: WHAT SEPARATES ENTHUSIASTIC READERS FROM RELUCTANT READERS?

ENTHUSIASTIC READERS WERE MORE LIKELY TO:

- read frequently outside school
- see themselves as being good at reading
- talk with friends and family about reading
- see that reading is a life skill and can teach them about the world.

SELECTING TEXTS

It is important that the pupil is an active participant in choosing books. Remember to keep interests and preferences in mind. You should also encourage pupils to read a variety of genres – if adventure is always chosen, you can try introducing a new genre that you think the pupil will like, based on your knowledge of their likes, dislikes, hobbies, etc. Think about how the pupil will relate to characters, topics, etc.

New and interesting ideas and vocabulary should be introduced through the reading material. A combination of fiction and non-fiction texts should be read. You should vary sessions with shorter texts that can be read in one or two sessions, and longer texts that will take several sessions to read. Think about how appealing the book or text will look to the reader.



HANDY HINTS

In your first week in school, it is recommended that once you have met with the pupils, some time is spent gathering resources. You may visit the local library, look at the school's existing resources, talk to staff in school or meet with a secondary school librarian from the learning community.

READABILITY/ READING AGE APPROPRIATE MATERIAL

ESTABLISHING READING AGE

Remember, texts read together should provide some challenge as reading is assisted in paired reading. Too easy and the pupil may as well read alone. Too difficult and the pupil may be put off at their lack of success. There are different ways in which you can establish an approximate reading age or stage for each pupil before selecting material to read together:

Chronological age and reading age

Chronological age refers to the pupil's age in years, for example 9 years old. It can be an indication of reading age but be aware that chronological age does not always match with reading age. For example, a 9-year-old pupil may have a reading age of 7 or may have a reading age of 10 and so on. The school may have conducted some standardised reading tests that tell you what reading age the pupil has. If you are not given this information when you start, don't be afraid to ask – but remember, not all pupils will have been tested in this way. If a pupil has a reading age of 9, then you should start by selecting material with a slightly higher reading age.

5-14 National Assessment level

The curriculum is currently under review and national assessments and levels are set to change. However, whilst you are working in schools the 5–14 levels will still be relevant for pupils. Every pupil should have a



level assigned to them and this will help you get a picture of their reading ability. The levels are outlined as follows:

Level A: Achieved by most pupils by P3

Level B: Achieved by most pupils by P4

Level C: Achieved by most pupils by P6

Level D: Achieved by most pupils by P7

Level E: Achieved by most pupils by S2

Please note: Many pupils achieve levels before the end point; for example, pupils pass Level A in P2, pupils pass Level E in P7.

If a pupil comes to you from P5 and is still working towards Level B in reading, then you know that they are not meeting national average expectations and will require support with reading.

If a pupil comes to you from P6 and is working towards Level E, then you know they will require challenges from their reading.

You can start by reading material at the child's level to get a flavour of their ability, then move on to materials graded at a higher level.

Most reading material that you come across will not have a 5-14 level matched to it. This makes selecting material a bit trickier, especially when the pupil has not sat a reading age test recently, but there are ways that you can be helped to make good choices.

READING SCHEMES/BOOKS READ IN CLASS

Having a look at the reading material read in class should give you a good indicator of the level at which the pupil is capable of reading. Books such as those from a reading scheme will be designed to be read with support or guidance from the teacher – if the pupil could read them completely on their own, they would not be developing new skills. These books should be roughly at the level you are aiming for in assisted paired reading. Books that the pupil is reading independently in class will also help you judge reading levels and interest – however, if they are reading them with complete independence then they may be too simple for your sessions together. Do not read books together that have been assigned for homework or that are part of a reading scheme, unless the pupil chooses to do so. Personalisation, choice and widening of reading experiences are key elements to paired reading. Your sessions should not be seen as an extension of class work or as learning support.

BOOK BANDING

Some authorities have put together a list of books with reading age matched. This is often called 'book banding'. Your Local Authority Co-ordinator may be able to make book banding information available to you.

BOOKS MATCHED TO READING AGE

Publishers will often provide information as to the reading age of their material. You can find this on books, usually on the back.

The following is a list of some popular fiction titles matched approximately to reading age.

FANTASY

Age 5–6

The Castle Awakes by Paeony Lewis
Max by Bob Graham

Age 6–8

Flying Lessons by Pippa Goodhart
Butterfingers by J M Trewellard
The Rooftop Rocket Party by Roland Chambers

Age 8–10

The Wolves in the Walls by Neil Gaiman
Mister Skip by Michael Morpurgo
The Hollyhock Wall by Martin Waddell

Age 10–12

Clockwork by Philip Pullman
Groosham Grange by Anthony Horowitz

Age 12+

Shadow of the Minotaur by Alan Gibbons
Mondays are Red by Nicola Morgan
Artemis Fowl by Eoin Colfer

GHOST AND HORROR

Age 5–6

Funnybones by Allan Ahlberg
Ghostly Goings-on! by Pat Posner

Age 6–8

Ghost Goalie by Janet Burchett and Sara Vogler
The Legend of Captain Crow's Teeth by Eoin Colfer

Age 8–10

Ghost for Sale by Terry Deary
The Last Bus by Robert Swindells

Age 10–12

Ghost Writer by Julia Jarman
The Ghost Behind the Wall by Melvin Burgess
Skulduggery Pleasant by Derek Landy
My Friend's a Werewolf by Pete Johnson
Raven's Gate by Anthony Horowitz
Whispers in the Graveyard by Theresa Breslin

Age 12+

Operation Terror by Margaret Mahey
Frankenstein by Mary Shelley

HUMOUR

Age 5–6

I Will Not Ever Never Eat a Tomato by Lauren Child
Truelove by Babette Cole
Room on the Broom by Julia Donaldson
The Cat in the Hat by Dr Seuss

Age 6–8

The Giggler Treatment by Roddy Doyle
The Man Who Wore All His Clothes by Allan Ahlberg
Black Queen by Michael Morpurgo

Age 8–10

Buried Alive by Jacqueline Wilson
My Mum's Going to Explode by Jeremy Strong

Age 10–12

Friday Forever by Annie Dalton
I Was a Rat! by Philip Pullman

Age 12+

Bumface by Morris Gleitzman
Burger Wuss by Matthew T Anderson

ADVENTURE

Age 5–6

Stella Queen of the Snow by Marie-Louise Gay
Bertie Was a Watchdog by Rick Walton

Age 6–8

The Lost Cowboys by Harry Horse
The Legend of Spud Murphy by Eoin Colfer
The Bubblegum Tree by Alexander McCall Smith

Age 8–10

Pirate Diary: The Journal of Jake Carpenter by Richard Platt
Spacebaby by Henrietta Branford

Age 10–12

The Bad Beginning by Lemony Snicket
Hugo Pepper by Paul Stewart

Age 12+

Chasing Redbird by Sharon Creech
Noughts and Crosses by Malorie Blackman
Midget by Tim Bowler
The Highwayman's Footsteps by Nicola Morgan



OTHER (Includes family drama, war, crime, teen fiction, sport, etc)

Age 5–6

Amazing Grace by Mary Hoffman
The Velveteen Rabbit by Margery Williams
Where the Wild Things Are by Maurice Sendak
Mossop's Last Chance by Michael Morpurgo
Harry Keeps His Cool by Margaret Ryan

Age 6–8

The Diary of a Killer Cat by Anne Fine
Bullies at School by Theresa Breslin
The Hodgeheg by Dick King-Smith

Age 8–10

Art Fraud Detective by Anna Nilsen
Defenders by Paul May
Bad Girls by Jacqueline Wilson

Age 10–12

Divided City by Theresa Breslin
Chicken Friend by Nicola Morgan
Two Weeks with the Queen by Morris Gleitzman
The Devil and his Boy by Anthony Horowitz

Age 12+

Dustbin Baby by Jacqueline Wilson
Stiks and Stoans by Andrew Matthews
The Nature of the Beast by Janni Howker

OTHER WAYS OF SELECTING TEXTS

THE FIVE FINGER TEST

This is a simple and quick way to judge how suitable your reading material is in terms of word recognition and decoding challenge. Ask the pupil to spread five fingers across the page of your chosen reading material so that each finger touches a word. Ask the reader to read each word. Then do the same again for another three pages. Of the 20 words that have been touched, the pupil should be able to read at least half of the words. If they can read less than half, then the text may be too challenging. If they can read all of the words or most of the words easily, then the text may be too easy.

USING MICROSOFT WORD

One other way of establishing readability of texts is to use the Flesch-Kincaid Reading Score tool in Microsoft Word. You may find this useful, but be aware that it is not an exact measurement of how challenging a pupil will find a text and shouldn't be used as a main guiding principle. You should also use your own judgement through letting the pupil read some of the text and asking some questions to check for understanding.

- Type an extract from your chosen reading material onto a blank Word document. There need to be at least 200 words.
- Highlight the text.
- Go to 'Tools' – this can be found in the menu bar, usually located at the top of the page and beside other options such as 'Format'.
- Click on 'Spelling and Grammar'.
- If Word does not highlight any errors, then you will see a message asking if you want to continue checking the rest of the document. Click 'no'.
- If Word highlights errors, click either ignore all or ignore rule. Repeat until Word has finished checking the document and then click 'no' when asked if you want to continue checking.
- You will now see a box headed 'readability statistics'. This is your readability scoring guide. Look at the 'reading ease' score.
- The higher the reading ease score, the easier the text is to read. For example, an extract from this document scored 57.3. This is around the level that most people would be able to read, or a pupil in third year of secondary should be able to tackle with ease. *Reader's Digest* would score around 55, and a complex legal document would have a very low score.

You will also see that you are given a 'grade score'. Grade 8 is the equivalent in Scotland to S2, Grade 6 to P7, Grade 4 to P5, Grade 2 to P3 and so on. Remember that you are aiming to read material with the right amount of challenge, so a text that scores a Grade 7 or S1 may be suitable to use with a P6 pupil. One or two grades higher than the pupil's actual stage should provide an acceptable degree of challenge.



CAUTION

Please bear in mind that this is by no means an exact method for deciding how appropriate your reading material is. Some extracts from teen fiction scored by this method came out with an easier readability score than an extract from fiction aimed at 7-year-olds! You may wish to use it as an extra tool or for the sake of curiosity.

YOUR JUDGEMENT

There is a lot to take in here. However, when all is said and done, these methods are not a substitute for you using your knowledge of the pupil. You will soon know when reading together if your material is the 'right fit'. Ask the pupil a few basic questions about what they have read – they should be able to answer these easily. More probing questions can be used to develop thinking and comprehension – if the pupil answers probing questions too easily on a regular basis, then they may not be sufficiently challenged by the ideas and information in the reading material. Importantly, you want to give pupils a sense of enthusiasm for reading and for them to enjoy your sessions.

You are aiming for a balance of the right levels for:

Interest

Pupil has chosen material and is motivated to read about subjects, characters, places, etc, that interest them.

Readability

Pupil can read/decode the words with some words providing challenges.

Comprehension

Pupil can understand main ideas and can be assisted in looking at texts in more depth.



CAUTION

Please note that you may come across pupils whose reading age is very different from their chronological age. For example, a 12-year-old may have a reading age of 7, or be working on Level B reading in school. A lot of the material suitable for a reading age of 7 does not match with a chronological age of 12. A 12-year-old may be uninterested in and indeed embarrassed by reading a book, say, about talking animals or one that is obviously meant for younger pupils. Talk to the school if you come across this. Many publishers, such as Barrington-Stoke, now address this issue and produce books for a low reading age but with a high interest level.

SCOTLAND READS ACTION PLAN GRID - SELECTING READING MATERIAL - TUTOR



WHO? (PUPIL NAME, AGE, READING AGE OR 5-14 LEVEL, READING PREFERENCES, ETC)	WHAT? (TITLES OF BOOKS/ READING MATERIAL THAT MAY BE USED DURING THE FIRST 6 WEEKS)	WHERE? (LOCATION MATERIAL WAS SOURCED FROM)	WHY? (REASONS FOR SELECTION)

BEFORE READING - TAKING IT FURTHER

Before you start to read material with pupils, you have the ideal opportunity to **prepare** them for the reading task ahead and to help them get a better understanding of what they are reading. Think of before reading strategies as a warm-up – you wouldn't go for a run or play a football match without ensuring that you were ready and your muscles were warmed up, would you? A bit of preparation before reading helps pupils **make links with what they know already** and **introduces new subjects** so that pupils are not starting 'cold' or from a position of confusion.

Here are some 'before reading' strategies that you can try out with pupils during your paired reading sessions:

- **LOOK AT THE COVER** when you are reading a book. Talk about the title, illustrations and author.
- **READ THE BLURB**. The blurb sums up information and gives a taste of what is to come.
- **PREDICT** – ask the pupil to predict what sort of text they will be reading using what they know already – is it fiction or non-fiction? What is the purpose of their reading? What genre is it (ghost, fairy tale, science fiction)? What do they think the text might be about?
- **VISUALISE** – make pictures in your mind from the information you have been given – visualise what you can see, hear, smell, etc.
- **LINK TO PRIOR KNOWLEDGE** – discuss what you know already, for example about an author, the subject matter, the setting, etc. This helps to make links with what is to be read, and can aid understanding, particularly when the subject matter is not very familiar. If the chosen text is about the seaside, for example, and the pupil has never been to the seaside before or has limited knowledge, then a discussion can take place to build some background knowledge. Ask the pupil what they would like to learn or get from the text. This will give them a purpose for reading.
- **ASK QUESTIONS** – using question words such as who, what, where, etc, involves pupils directly with the text and when they want to find things out they will be keen to read on.
- **SKIM** – by looking over the text quickly, pupils can get a general sense of what the text is about and what its purpose might be. Things to skim over include: photos, captions, subheadings, index and diagrams if the text is non-fiction, and names of characters, where book is set, chapter titles, etc, if the text is fiction.
- **INTRODUCE NEW VOCABULARY** – if there are words that are specific to the text, for example 'pier' in a book about the seaside, or that may be unfamiliar to the pupil, they can be explained in context. Using illustrations and photos may help here when building up vocabulary.

If you are reading something with a pupil that will be read over more than one session, spend some time at the start of each session recalling the story or information learned previously before you continue to read.



PAIRED READING CHECKLIST

BEFORE READING - HAVE YOU

- ...put your partner at ease?
- ...recapped on previous session?
- ...looked at title, illustrations, author and blurb?
- ...asked questions about what is known already?
- ...found out what the pupil would like to know?
- ...if text read before, talked about what you read previously?

DURING READING - HAVE YOU

- ...read together at the same pace?
- ...given time for errors to be corrected?
- ...pronounced error words correctly and asked partner to repeat?
- ...allowed or encouraged partner to read alone?
- ...returned to reading together if errors not corrected?
- ...asked questions?
- ...pointed out features of the text, such as diagrams, charts, illustrations?
- ...used lots of appropriate praise?

SCOTLAND READS PAIRED READING DIARY

TUTOR:		WEEK BEGINNING:				
DAY	READING MATERIAL	TIME	COMMENT ON EFFORT AND ATTITUDE	COMMENT ON READING WORDS, PUNCTUATION, EXPRESSION	COMMENT ON UNDERSTANDING AND DISCUSSING	
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						



READING UPDATE



PUPIL _____

TUTOR _____

DATE _____

SOME THINGS WE HAVE READ

COMMENTS ON READING

COMMENTS ON EFFORT AND MOTIVATION

PUPIL COMMENT

IN-SCHOOL CO-ORDINATOR COMMENT AND SIGNATURE:

SCOTLAND READS PAIRED READING UPDATE PARENT SLIP

PLEASE COMPLETE AND RETURN TO THE CLASS TEACHER.

I HAVE RECEIVED THE UPDATE ON MY CHILD'S PAIRED READING SESSIONS.

PUPIL NAME _____

DATE _____

SIGNATURE _____

COMMENTS _____

ADVICE FROM SCOTLAND READS VOLUNTEERS: THINGS TO BE AWARE OF



HANDY HINTS

Volunteers from the pilot were asked to think about things that would help tutors and schools in the future make the most of the paired reading experience.

ADVICE FOR TUTORS

- Make sure you create a friendly, relaxed atmosphere for pupils.
- Use resources like the library and the internet.
- Wear appropriate clothing.
- Be punctual.
- Build a positive relationship with the In-School Co-ordinator.
- Let the school know as soon as possible if you are going to be absent or late.
- Inform staff if you have a medical condition.
- Be polite and be careful what language you use.
- Show interest in material chosen by pupils.
- Ask questions if you are unsure of anything.
- Do not act as if you are a teacher.
- Do not show frustration with pupils if they get distracted or force them to read a particular book.
- Be friendly with school staff and never undermine them, especially in front of pupils or other staff.

Please note that some points, for example appropriate clothing, will not be necessary for those already established in schools to note.

ADVICE FOR SCHOOLS

- Appreciate that project is voluntary, and tutors are not teachers.
- Welcome tutors into school.
- Understand any travel issues that may arise, eg in winter.
- Let tutors know your expectations for dress.
- Explain staff etiquette, for example tea and coffee rotas, seating, etc.
- Make sure all teachers in school aware of tutors' role.
- Have regular contact between tutor and In-School Co-ordinator.
- Do not put tutors in situations they are uncomfortable with or not qualified to deal with.
- Offer internet access where possible.
- Do not criticise tutors in front of staff or pupils.
- Help with initial guidance about reading levels.
- Make tutors aware of procedures for collecting next pupil, such as a laminated star sent to relevant class and pupil.
- Let tutors know in advance when pupils will not be there because of trips, events, etc.
- Provide a quiet area where pupils will not be distracted.
- Ensure that timetables are not overloaded.



DURING READING TAKING IT FURTHER

Whilst you read with pupils, you can help pupils **get more out of their reading** and **develop their understanding**. From time to time during reading there will be some 'natural breaks' such as the end of a paragraph where you can use some techniques to **improve the thinking skills** of both you and the pupil and to review what has been read. You will soon judge how often it is appropriate to stop – some pupils prefer fewer stops in their reading flow, whilst others welcome opportunities to discuss and to be supported.

Pupils should feel comfortable and not as though they are under test conditions or that there is always one hard and fast answer. **Avoid saying 'no' or 'you are wrong'** – try to ask questions that will help the pupil or tell them what they need to know. Tell pupils that it is OK to say 'don't know', but that you will both look at ways of finding the answer. Remember, **the pupil is not in class** and has built up a good relationship with you – whilst encouraging thinking, you don't want to push them too hard or put them off reading for pleasure. Continue to use praise.

Here are some 'during reading' strategies that you can try out with pupils during your paired reading sessions. You **won't use all of the strategies** in every session, and they can be **used in any order**.

STOP AND CHECK FOR UNDERSTANDING

Pupils should realise that reading is not a race and that every so often it is **useful to stop and check that you have understood what you have read**. Can pupils answer questions or explain what they have read to you as their partner? Can they predict what will follow?

SELF-CORRECTION

When a pupil makes an error, such as reading a word incorrectly, you are already used to giving them some thinking time to put it right. You can now look at ways of **helping them to get it right for themselves**, rather than you as their partner always giving the answer straight after the wait time. They can **read the sentence again** and think about whether the word they have used makes sense or not. For example, if they read 'Ben was always fighting with **her** brother', then the correction should be fairly obvious.

They can also **use their knowledge of grammar** to make sense of texts. Errors made that don't follow grammatical conventions could be 'She walked **quick**' (not realising it should be an adverb) or 'We can **ear** lots of different things' (not realising the need for a verb in sentence. Correct word could be either 'hear' or 'eat', depending on the first letter).

Sometimes looking at the first letter will help, and pupils can try **sounding out** the word or part of it. Are there any sound patterns or words within the word that they recognise? It may also help to break the word up into different parts or syllables, for example 'in-ter-est-ing'. You can also direct pupils to **illustrations** to look for clues.

Sometimes **punctuation errors** may be made – if, for example, a pupil fails to recognise full stops, then the text will not flow correctly and meaning will be lost. Similarly, not using exclamation marks can also impair meaning and expression. As their partner, remember to act as a good role model for reading, including the correct use of punctuation.

RE-READ TRICKY PARTS

If pupils come across a word that they don't **know the meaning of**, they should be encouraged to **work it out from the context**. By reading the sentence where the tricky word is found again and perhaps the sentences around it, and by taking the word out and replacing it with another, pupils can often work out meanings for themselves. However, **don't spend too long on this**; if a pupil cannot work it out fairly quickly, then tell them the meaning. You don't want reading to be a slog for them or for them to feel that they are not doing well – explain that you also sometimes come across words that you are not sure of. Some words may be **subject-specific specialist vocabulary** and you may have introduced these already before reading. **Other words may not be able to be worked out** from the context, and you may wish to give more support such as clues and referring the pupil to illustrations or similar words that they know already.

ASKING QUESTIONS

In order to be **thinking readers**, pupils should be **asking themselves questions as they are reading**. As their partner, **you can model** out loud this type of questioning and let the pupil know what you are thinking. For example, when reading a fiction text you may ask yourself why the character is acting in a certain way, what has happened to them in the past, what is going to happen next, what the setting would be like to live in, etc. When reading a non-fiction text you may ask yourself questions such as why there is a chart on the page, how a machine works, etc. By asking themselves questions, the pupil becomes more involved with the text, is keen to read on and develops a better understanding.

VISUALISE

Make pictures in your mind from the information you have been given – visualise what you can see, hear, smell, etc. The pupil will be used to doing this as part of the 'before reading' strategies, and can continue to visualise to **breathe life into the text and to personalise it**.

LINK TO PRIOR KNOWLEDGE

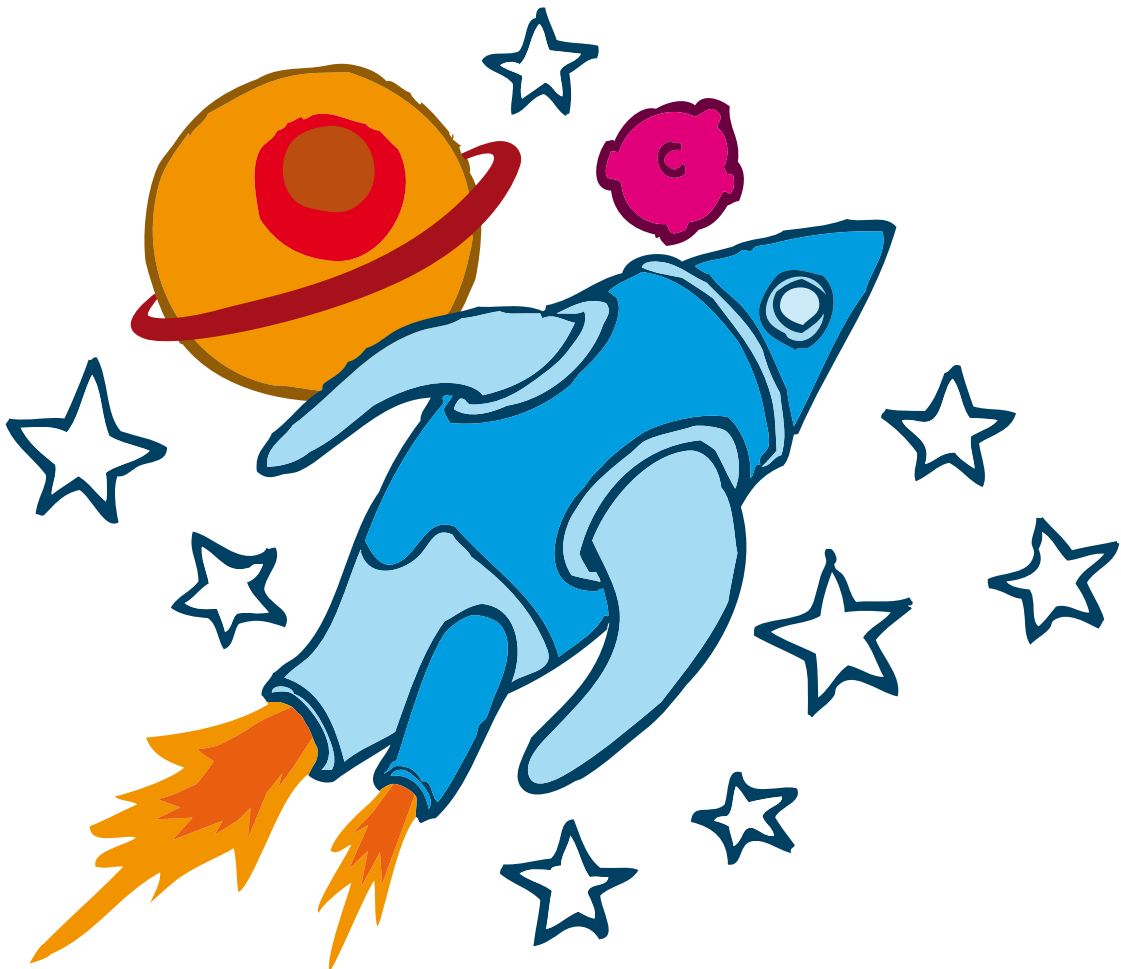
This is valuable, **not just before reading but at all stages in the reading process**. This helps the pupil make connections between what they are reading and their own experiences, and can form part of your discussions. For example, if reading a chapter where friends fall out, you can share experiences of times when you have both had disagreements with a friend. If reading about how hot it is in the desert, you could talk about a time when you have both felt really hot or been to a hot place.



SCOTLAND READS

TRAINER MANUAL

SESSION THREE MATERIAL





TOP TEN TITLES

Please note reading age suitability beside each title and any other relevant comments.

FICTION	NON-FICTION

AFTER READING TAKING IT FURTHER

When you have finished reading a text for the day or your session is drawing to a close, you should make time to use some 'after reading' strategies. Taking stock of what you have read will give pupils a chance to reflect on what they have read and can help again with understanding. Some extra activities such as artwork can be added here. There is also now the opportunity for you and the pupil to evaluate how well you are reading together, and whether what you've been reading was enjoyable.

Here are some 'after reading' strategies that you can try out with pupils during your paired reading sessions. You **won't use all of the strategies** in every session, and they can be **used in any order**.

SUMMARISING

Here you **review the main ideas** contained within your text. Events can be put in **chronological order** using words such as first, next, then, finally, etc. A text can also be summarised by asking **questions** such as who, what, why, where and when. Pupils can think of **suitable headings** for paragraphs – this demonstrates that they can sum up key points and the author's message. Key words can be highlighted, and the pupils can be asked what parts were most important to them. A text can be **sequenced** with the main ideas put in the best order in a chart or map. You may have to model some of these skills for pupils at first.

ASKING QUESTIONS

This is something that is done **throughout the reading process**. Pupils can be encouraged to think aloud and ask themselves questions. As their partner, you may wish to ask a variety of questions that will show how well the pupil has understood their reading.

DISCUSS AND COMPARE OPINIONS

After reading you can both **evaluate the text**. Did it meet your expectations? What bits did you like best/least? Could improvements be made? Would you recommend this to someone else?

You and the pupil can also **evaluate your reading**. You can think about how well you were reading and thinking, how you might do things differently and ways you can improve. You will already have been carrying out a form of evaluation when you complete the paired reading diary. It might now be useful to **involve the pupil more in assessing their own progress** – to help with this you can use the Two Stars and a Wish templates provided. In the star sections, pupils comment on what they think has been positive about the session. The wish section is where they think about an area they can improve upon. Whilst this is a useful exercise, don't do it every time you meet with pupils as they may get bored with it. Use your judgement and find the strategies that best suit each individual pupil.

LINK TO PRIOR KNOWLEDGE

You and the pupil will have discussed what they knew before and during reading. After reading they can **think about what they have learned**.

ACTIVITIES

Pupils can transform what they have learned into **different formats**. This helps knowledge to 'sink in'. Examples might be making maps, charts or diagrams from information you have read, or making up quizzes, drawing pictures, using IT, etc.



TWO STARS AND A WISH



TWO STARS AND A WISH



TWO STARS AND A WISH



TWO STARS AND A WISH



DIFFERENT APPROACHES

By now you will have used the tried and tested paired reading technique for around 6 weeks – well done! You may wish to vary your sessions from time to time with some new approaches.

READING ALOUD TO PUPILS

This gives you the chance to model good reading habits with regards to expression, use of punctuation, thinking aloud, etc. The pupil should follow the text silently with you, ie they should be able to see the text and not just listen without looking. The pupils can ask you questions about what you have been reading!

SILENT READING

Both you and the pupil read alone silently for a short time. You can read the same or different texts, and discuss what you have read later. This gives readers a bit of quiet time, and can encourage the sort of good reading habits that pupils will use when they read alone outside of the sessions. Sometimes reading quietly can be a welcome break for pupils from more noisy environments and doing this every so often may encourage them to read more for pleasure in their own time. Texts used for independent reading can be a bit simpler than the ones you read together. Of course, the pupil should still be welcome to ask you for help if they are finding bits of their reading tricky.

ECHO READING

This is a bit like reading aloud to pupils, but you model the reading of a section of text and then the pupil reads the same section. This gives them practice in using expression, pronouncing new words, etc.



VARIED READING MATERIALS

You should be pleased with the efforts you have made so far. Here are some ways that you can 'spice up' your sessions and widen the range of reading materials that pupils come across.

USE WEBSITES

You can do some research into some of the authors you have read. Many popular authors (such as Nicola Morgan, Raymond Briggs, Roald Dahl, Allan Ahlberg and Michael Morpurgo) have lively and interesting sites that you can read together. You can also look at websites that review and rate books for children. This might be particularly helpful if you are trying to get the pupil to read different types of books. Your Local Authority Co-ordinator or In-School Co-ordinator may be able to give you a list of these. Some sites also allow you to post your own book reviews.



CAUTION

As you will be aware, the world wide web is a place where a multitude of information from a huge number of sources can be found. Not all material on the web is suitable for young people – use the list that a Co-ordinator has given you, or, if you find a new site, check with someone in school whether they think it is suitable.

READING COMICS AND GRAPHIC NOVELS

Research has shown that many young people, particularly boys, enjoy reading comics and graphic novels. If your pupil is one of them, then you may want to introduce comics and graphic novels to keep their interest in reading going or to boost flagging sessions. Despite some articles in the press that suggest that they are not worthy things to read in school, some graphic novels have quite complex language and ideas that can challenge pupils. Onomatopoeia and alliteration are used frequently, as are techniques to build up tension and to show the passage of time. The pictures, humour and adventure found within can be very motivating. It is not recommended that you read comics or graphic novels all the time – simply that they can be used on occasion.

READING MAGAZINES AND NEWSPAPERS

As with comics and graphic novels, pupils will come across newspapers and magazines in their everyday lives and may enjoy reading them. Rather than looking at whole newspapers or magazines, you can highlight certain articles that may be of interest. You can point out features such as headlines, bold print, persuasive language, exaggeration, etc.



CAUTION

As with the internet, make sure that the graphic novels, comics, magazines or newspapers you look are suitable for young people to read. Disturbing images, adult content, articles of a sexual nature, etc, should obviously not be looked at. If in doubt, check with someone in school.

TRANSFERABLE SKILLS

CONFIDENCE AND SELF-ESTEEM	
COMMUNICATION AND SOCIAL SKILLS	
ORGANISATIONAL SKILLS	
TEAMWORK	
WHAT NEXT?	



EFFECTIVE QUESTIONING AND THINKING

At this stage, you and your partner are comfortable with the basic paired reading technique. You know your partner's likes and dislikes, and you use some 'before reading' strategies to introduce new texts and to get each session off to a good start. You may also have tried some 'during and after reading' strategies to help get more from your sessions and to add variety.

This section moves things up a gear for both you and the pupil. By asking thoughtful questions and asking the pupils to demonstrate or apply their knowledge, you are encouraging deeper thinking. Pupils become more actively involved in their learning and can develop better concentration. Do you ever read something when you are tired or not concentrating and realise when you get to the end of it that you can't recall anything that you have read? Pupils may often find themselves in this position, especially if they are reading alongside you and putting all of their efforts into saying the words correctly. Taking a break every so often to ask questions and to allow pupils to use their knowledge in different situations should help them to focus more on reading for meaning.

If you use 'during and after reading' strategies, you will be stopping and checking for understanding, trying out some activities, making links with prior knowledge, summarising and encouraging pupils to think aloud and ask questions. This section aims to develop your questioning technique to help you ask fat questions, as opposed to thin ones. Fat questions need time and nurturing, whilst thin questions allow for only limited responses and don't challenge pupils' thinking. This section will also give you a wider range of activities to use with pupils and explains in more detail the reasoning behind types of questions and activities. Your questioning and thinking will move from lower order (less demand on pupils) to higher order (more demand on pupils). This may be particularly beneficial for more able pupils or those who are ready for a challenge.

Links with 'before, during and after reading' strategies have been highlighted to help you make connections with some things that you know already and to help you see where these new categories fit in.



CAUTION

Some pupils may find the basic paired reading techniques and 'before, during and after reading' strategies to be enough of a challenge. Not all of the higher order questioning and thinking skills will be appropriate for every pupil. Use your judgement – you don't need to use all of the ideas in the categories – find the ones that work for you and the pupil.

DEVELOPING HIGHER ORDER QUESTIONS AND THINKING

Here are some ways of explaining the development of questioning and thinking. There are five different groups or categories:

- Remember
- Understand
- Compare and look for patterns
- Evaluate
- Use and create

Each category demands a different level of thinking. For example, when you ask pupils to ‘remember’, they are thinking less deeply than when asked to ‘understand’ or ‘evaluate’. The categories are based loosely on a well-known six-level grouping of thinking skills called ‘Bloom’s taxonomy’. For the purposes of Scotland Reads, Bloom’s taxonomy has been adapted to be a bit simpler and to meet the needs of this project.

REMEMBER

The types of questions you ask here require the pupil to recall simple facts and information. Knowledge of dates, times, events, main ideas, etc, can be assessed. In a book about healthy eating you might ask a question such as ‘Why do bodies need calcium?’ Despite the fact that these are fairly straightforward questions, they can be improved by using words such as who, what, why, where and when. This ensures that questions are open, not closed.

Examples:

- Who are the main characters? What does the setting look like? Where is the story set? How often do dogs need to go for walks? Why do plants need water? When did the war start?
- List the main characters. List the names of the planets, etc.
- Label the diagram.
- Give an example of...

When asking pupils to recall or remember information, you will often be asking literal questions. Literal questions are questions where the answer is ‘right there’ in the text, and the pupil does not have to dig too deeply or demonstrate a high level of understanding. In a book where a sentence stated ‘Police dogs are trained at Pollok Park’, a literal question could be ‘Where are police dogs trained?’



LINKS TO ‘BEFORE, DURING AND AFTER READING’

Stop and check for understanding (during reading)
Asking questions (during and after reading)

UNDERSTAND

If the pupil has been able to recall facts from their reading then they will have a basic level of understanding when they are reading. However, here we look at taking that knowledge recall to a higher level by asking the pupils to show that they have grasped meaning and can explain ideas. They are asked to interpret information, predict, state main ideas and summarise what they have read.

Examples:

- Explain why the character acted in a certain way.
- What do you think the writer is trying to tell us here?
- What is the main idea in this section?
- Can you sum up in your own words what we have just read?
- Give a heading or title for each paragraph.
- Based on what you have read so far, what do you predict will happen next?
- How do you think the character felt?
- Looking at the graph of favourite foods, what can we say about how popular healthy snacks are?
- Explain in your own words how plants grow.



Using the example of the healthy eating book, you may get pupils to show understanding by asking 'If you ate chips every day, why would this be unhealthy?' This requires the reader to answer a question based on information available. It may not have stated in the book that eating chips every day is unhealthy, or given reasons why chips are bad for you. Information may have been given by telling the reader that junk and fried foods are full of saturated fats. Then there may have been an explanation of how saturated fat can clog arteries and cause heart disease. Pupils can answer the question about chips by putting together the information they have read.

Inferential questions require similar skills from the reader and can be used to help pupils demonstrate a deeper level of understanding. They are asked to read between the lines and look for clues, and have to dig deeper than when answering more straightforward literal questions. Answers may be found in different places in the text. They can predict what might happen next or how a character might behave by using information that they have read. Look at this example. 'As James hurried home, he kicked a pile of crunchy brown leaves and pulled his scarf tighter.' Although it doesn't state what season James's journey home is set in, pupils can infer that it is autumn due to the clues given in the sentence.

Other ways of getting pupils to show understanding is by asking them to explain their thinking or give reasons for their answer. If you are reading a book about butterflies and you ask the pupil 'What form does the creature take before it becomes a butterfly?' and the pupil answers 'chrysalis', then you can prompt the pupil into thinking deeper by asking them to explain to you in their own words what a chrysalis is. This shows that they are not simply recalling stages and words in order, but have understood a process that has been described in the book. If you ask a pupil 'What was the character's favourite food?' and they reply correctly, this may be a lucky guess. By asking the pupil to give evidence for their answer or give examples of times when the character was eating these foods, they are showing they understand what they have read and are not just guessing or remembering scraps of information.



LINKS TO 'BEFORE, DURING AND AFTER READING'

Stop and check for understanding (during reading)
Asking questions (during and after reading)
Summarising (after reading)

COMPARE AND LOOK FOR PATTERNS

By comparing and contrasting different things that they have read, pupils look for similarities and differences and can again show that they have an understanding that goes beyond the surface level. When looking for patterns, they can demonstrate their knowledge of a range of different types of texts. Patterns might include how the story is put together, for example a fairy tale starts with once upon a time, has a happy ending, etc. A grasp of how information texts are put together may be shown by predicting that there will be an index and a glossary, etc.

Examples:

- In what ways are the two characters similar/different?
- How does the way this information on bikes is put together compare to the way it was presented in the other book you read?
- How does the information compare in the graphs/charts?
- Break the story down into different parts.
- What are the basic parts to a set of instructions?
- Compare the themes in the last two stories we have read.



LINKS TO 'BEFORE, DURING AND AFTER READING'

Asking questions (during and after reading)
Link to prior knowledge (before, during and after reading)

EVALUATE

When you evaluate something, you assess its value or worth. Put simply, pupils form opinions, judge what they have read and make decisions and recommendations. Your reading partner may feel at ease with these questions as there are no hard and fast answers, and they can be included in your general informal discussions. However, they should still be encouraged to give reasons for their answers, rather than, for example, just stating that they thought a book was boring. When evaluating texts with your reading partner, learning is active rather than a case of the pupil not being directly involved and only absorbing information.

Examples:

- How well was the story written? Why?
- What did you enjoy most about this book?
- How would you rate it for other readers?
- What authors would you recommend to your friends? Why?
- How believable was the character?
- How effective was the setting? What could you visualise?
- Which text gave you the most useful information?
- What changes would you recommend that the author could make?



LINKS TO 'BEFORE, DURING AND AFTER READING'

Discuss and compare opinions (after reading)
Link to prior knowledge (before, during and after reading)

USE AND CREATE

When using information, the reader can apply it in different situations and solve problems. When creating, they take information and invent or produce new ideas based on what has been learned. For example, you may have been reading a book that has a recipe for fruit salad in it. Using the information would mean carrying out the instructions and making the fruit salad. Creating would involve making or writing your own recipe based on information gained from your reading. Similarly, you may use information when making a model based on instructions in a book, and you can also create your own new model on a similar theme.

Using information can involve putting things into different categories, experimenting, demonstrating and recording. Creating can involve inventing, composing and designing. When pupils are involved in using and creating, they are applying the knowledge they have gained and putting it to use.



Examples:

Using

- Draw a map to show the character's favourite places.
- Make invitations for a character's birthday based on what you know about them.
- Make up a quiz about this book for other readers.
- Make a model of a character out of plasticine.
- Make a model of the island you read about.
- Can you group these five animals into the different categories you learned about?
- What foods would give you energy? What foods make you strong? Make a chart.
- Can you show me how the character would have walked through the door that day?
- What questions would you like to ask the astronaut now that you have read about his experiences?
- Draw the character based on their description.

Creating

- Prepare a healthy menu based on what you have read.
- Design a new front cover for the book.
- Make a cartoon strip of the character's next adventures.
- Invent a new sandwich filling/new method of transport, etc.
- Imagine you wake up and find that you have been transformed into the character. What would you do in a typical day in your house?



LINKS TO 'BEFORE, DURING AND AFTER READING'

Stop and check for understanding (during reading)
Activities (after reading)



HANDY HINTS

Give pupils time to think – this is often called 'thinking time' or 'wait time'. Don't just jump in straight away with answers or pupils will expect you to do the thinking for them!

Make a statement and ask the pupils whether they agree or disagree with it. For example, if you were reading about how plants grow, you could say 'Plants should be kept in a dark room.' The pupil uses their knowledge to explain whether they agree with you or not.

Let pupils ask you some questions! This will ensure that they see you as working as a team and it is a good way to get them thinking about their reading.





SCOTLAND READS

TRAINER MANUAL

APPENDIX



APPENDIX

These training materials are ideal to use for training paired reading tutors from a range of backgrounds. If sixth year pupils or parent helpers are being trained, then sections such as school induction, disclosure and organisation will be invaluable components of training.

However, the materials can also be adapted to suit the training needs of classroom assistants and of older pupils who will tutor younger pupils within their own schools. The following serves as a guide for adapting materials for these circumstances.

CLASSROOM ASSISTANTS AS TUTORS

Session One

- Roles and Responsibilities

Classroom assistants should already be disclosed. They will not require a walk round the school; however, they may still find the school induction leaflet useful.

- Organisational Issues

Less time will need to be spent looking at travel arrangements, etc. They will still need to look at the organisation of the necessary paperwork.

Please note that all tutors will benefit from a reminder of the key points contained within the Child Protection section.

Session Two

- Working in schools

Less time may be spent on this section, but you may find that classroom assistants will welcome the opportunity to share experiences.

Session Three

All the training points within this session are appropriate for use with classroom assistants.

PUPILS WORKING WITHIN OWN SCHOOL AS TUTORS

As a trainer training pupils to work within their own school, you can streamline the training to suit the needs of this group. Instead of delivering three full-day sessions, you should only need to deliver two. It is recommended that some material be omitted, and that some material from Session Three is moved forward into the second session. Training sessions can also be divided into more manageable chunks, with, for example, four shorter sessions delivered as opposed to two long sessions. Below you can find the recommended structure for training pupils to work within their own schools.

Session One recommended structure

- Warm-up
- Background to and purpose of Paired Reading Partners
- Roles and responsibilities – this section in its current form is not appropriate here. However, you will want to inform pupils how often and for how long they will be delivering paired reading, who

- they are delivering it to and any other relevant duties, such as record keeping and reporting.
- Key organisational issues – as this section contains information about travel, etc, it will not be suitable for this group. However, you may wish at this point to share timetabling arrangements with pupils and arrangements for getting pupils to and from classes.
- The first session – this material can be used as it stands.
- General pointers – this is not appropriate here
- Paired reading – getting started – this can be used as it stands, but some pupils may need reinforcement of key points and explanation of the terminology and language used. The chart is an ideal visual tool that should be accessible to all.
- Child protection – this is not appropriate.

Session Two recommended structure

- Selecting reading material – some of this may be too complex for primary pupils, and you may wish to summarise the key points made. However, the list of books matched to reading age and the section outlining the five finger test should be easily understood by most upper primary pupils.
- Action plan grid – individual trainers can decide whether this is appropriate to use with pupil tutors.
- Before reading – this again comes down to the judgement of trainers, but it is not absolutely necessary that pupils use this section.
- Paired reading checklist – this can be used in training with pupils and during observations if the trainer deems it necessary.
- Paired reading diary – this can be used in its original format or adapted to suit.
- Parent update – it is still vital here that parents remain informed, and most pupils should be capable of completing this update. The updates are signed by school management prior to being issued to parents.
- Advice from volunteers – this is not appropriate here.
- During reading – as with the before reading section.

The following sections come from Session Three, but can be moved forward into the second session.

- Top ten titles – this can be done at the trainer's discretion.
- After reading – see before and during reading sections.
- Different approaches – this can be used here to help pupils vary their sessions.
- Varied reading materials – this is not appropriate here, or will require adaptation.
- Transferable skills – this can be done at the discretion of the trainer.
- Effective questioning and thinking – this will probably be too complex and goes into too much detail for this group of tutors.



NOTES



NOTES



NOTES

Scotland Reads Paired Reading Partners Trainer Manual demonstrates how to train tutors to use paired reading techniques. This manual outlines the essential elements of training tutors to work with pupils in an imaginative yet purposeful way. It includes clear, systematic guidelines, and different learning styles are catered for throughout the training.

Split into three training sessions, the manual gives trainers information and resources to develop the skills of tutors over time, not just in paired reading, but in areas such as organisation and communication.

Coverage includes:

- **Preparing tutors to work in schools by looking at travel arrangements, getting to know staff and pupils, timetables, school details and child protection**
- **Comprehensive coverage of paired reading techniques**
- **Information on how to select appropriate texts**
- **Keeping records**
- **Strategies to challenge pupils**
- **Effective questioning and thinking**
- **Reflection on transferable skills gained**

A DVD forms part of the package and contains useful PowerPoint material and film footage of volunteers in action. Some resources that you will use or copy regularly have been made available on the DVD.



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SCOTTISH GOVERNMENT

