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*Repeated Reading, together with instruction in correcting accuracy, punctuation, pausing and expression, will improve reading fluency benefiting both comprehension, and self-efficacy as a reader.*

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## **Abstract**

Fluency is a critical, and yet perhaps neglected, element of reading programs. For the child who is struggling with reading this can have negative consequences. The child will find it harder to extract meaning from text, and can also develop poor self-efficacy as a reader, further compounding the problem. Repeated Reading offers students the opportunity to practise the orchestration of the many components of reading, melding them into a natural and meaningful rendition of the text.

In this study, the hypothesis was that *Repeated Reading, together with instruction in correcting accuracy, punctuation, pausing and expression, will improve reading fluency benefiting both comprehension, and self-efficacy as a reader.*

A Year Three student with dysfluent oral reading was withdrawn, along with three classmates, for half an hour each day, over three weeks - a total of fifteen sessions. During the first week the four worked as a group, learning the procedure and being instructed in the various elements of fluency. In the second week the children worked as pairs on a different text, and finally in the third week the children worked individually on a third text.

The findings indicated that for the child in this study, not only was fluency improved in the texts used in the intervention, but also on unseen text. Increased comprehension on unseen text was observed, as was improvement in his self-efficacy as a reader.

## **Introduction**

Fluency is a critical, but often neglected element of reading programs (Allington, 1983; Kameenui & Simmons, 2001) - critical because dysfluency can adversely affect both comprehension, and the reader's motivation to engage in reading (Meyer, M.S. and Felton, R.H. 1999). Nathan and Stanovich (1991) concur when suggesting that fluency "may be almost a necessary condition for good comprehension and enjoyable reading experiences."

Reading is a complex process that involves working on the information in a text on a number of levels. The successful reader, able to not just decode, but to understand and interact with text, operates on text at the word, sentence, conceptual, topic and dispositional level (Munro 2004). Children with reading difficulties who would seem to be working at the word level for much of the time, find their disconnected oral reading, full of pauses, re-readings and self-corrections, makes comprehension extremely difficult. Research supports that there are strong correlations between reading fluency and comprehension (Dowhower 1987; Shinn et al. 1992; Tan and Nicholson 1997).

Additionally, frustration and the experience of reading as a task requiring a great deal of effort may lead dysfluent readers to avoid reading, thus significantly affecting time spent reading. This reduced exposure to text leads to restricted vocabulary development that in turn has a negative impact on comprehension (Stanovich, K. 1986).

Daily in the primary classroom setting children are required to read aloud - it is an integral part of reading instruction. A dysfluent reader is heard by his peers, his teacher and himself, as a struggling reader. If we consider that efficacy beliefs help determine the choices individuals make, the effort and perseverance they expend on a task, and the amount of stress and anxiety they experience on a task (Pajeras), then it would seem that assisting a child to be a fluent reader may benefit his image of himself as a reader, encouraging further participation in reading.

What, then, is meant by 'fluent reading'? Looking solely at reading rate would be too narrow a focus. Reading a passage of text fast but with many self-corrections and rereading of words may equate in seconds to the same passage read smoothly, with pauses for processing of the information contained, yet would not be thought of as fluent.

Automatic word recognition is another aspect to be considered and quick retrieval of words is certainly a necessary component for smooth reading. But, although these both are elements in the complexity that is fluency, these two factors alone do not tell the complete story.

A third element is that of prosody i.e. ‘the ability to read in expressive rhythmic and melodic patterns’ (Dowhower,S.L. 1991,p.166). Projecting the phrasing, pitch and stress of the spoken word onto written text enhances meaning and contributes to the listener’s perception that he is hearing ‘good reading’.

Perhaps a more complete definition is that fluency is ‘*the ability to read text rapidly, smoothly, effortlessly and automatically with little conscious attention to the mechanics of reading, such as decoding*’ (Meyer, M.S. and Felton, R.H. 1999). The definition of Wolf and Katzir-Cohen, (2001, p.219) reveals the complex nature of fluency: ‘*In its beginnings, reading fluency is the product of the initial development of accuracy and the subsequent development of automaticity in underlying sublexical processes, lexical processes, and their integration in single word reading and connected text. These include perceptual, phonological, orthographic and morphological processes at the letter, letter-pattern, and word level; as well as semantic and syntactic processes at the word-level and connected-text level. After it is fully developed, reading fluency refers to a level of accuracy and rate, where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension*’

Meyer and Felton (1999) have suggested three explanations for nonfluent reading: 1. Slow recognition of individual words, 2. Lack of sensitivity to prosodic cues, and, 3. Failure to make higher order connections between words, meanings and ideas.

It is further suggested by Meyer and Felton that, based on research by Torgesen, Rashotte and Wagner (1997), although decoding instruction improves word attack and word identification, it does not correspondingly improve fluency. It is further suggested that Repeated Reading, along with variations on the basic method, is a way to improve fluency. Originally conceptualised by Dahl (1974) and Samuels (1979), the goals as stated by Samuels were three-fold: to increase reading speed; to transfer that improvement in speed to subsequent material; and to enhance comprehension with each successive reading of the text.

Marie Clay (1991) suggests that being allowed to read familiar material is rare in schools, yet it is in re-reading a wide variety of familiar texts that children have the opportunity “... *firstly to orchestrate the complex patterns of responding to print, just as the expert musician practices the things she knows; and secondly, to read those texts with increasing levels of independence.*”

Direct instruction including modelling by the teacher and discussion of the meaning of the text, paired oral reading, and an independent learning approach are scenarios in which the student can be given opportunities to revisit and practise this orchestration.

The present study aims to extend the research on fluency, and is designed to assist a student who displays dysfluent reading, by giving him the opportunity to orchestrate and develop increasing control over the elements of fluent reading on texts that are familiar and at an instructional/independent level. It will examine whether this Repeated Reading, together with instruction in correcting accuracy, punctuation, and expression, will improve reading fluency thereby improving both comprehension, and his self-efficacy as a reader.

## **Method**

### **Design**

This study uses the case study Assess-Teach-Assess design (OXO). A Year Three student was identified as needing a strategic plan of action to address his poor fluency. Initial tests were conducted; a plan was designed to correct the problem, and subsequently implemented. At the conclusion of the intervention, tests were administered to measure gains made. Interim questionnaires were also administered as to the perceived effect of the teaching/learning strategies.

### **Participant**

The student selected to participate in the study is a Year Three boy with a history of reading difficulty. He attended Reading Recovery in Year One and requires on-going support in literacy. His parents are also concerned about their son's difficulties with reading and he was referred for further testing this year.

The student presents as an anxious reader whose oral reading is characterised by the over-use of self-monitoring and re-reading.

Additionally, phrasing is often inappropriate. Although he draws upon many reading strategies, the tone of his voice and manner suggests that reading is hard work, requiring concentration and an abundance of corrective action. The recently conducted educational assessment confirmed that the student has developed many skills to become a successful reader, but that the effort required would be difficult to maintain, particularly in a classroom environment.

The student's entry abilities are shown in Table 1:

**Table 1**

<b>Age</b>	8yrs. 10m					
<b>Burt Word Test</b>	44					
<b>Neale Analysis:</b>						
	<b>Raw Score</b>	<b>Percentile Rank</b>	<b>Stanine</b>	<b>Performance Descriptor</b>	<b>National profile Level</b>	<b>Reading Age</b>
<b>Accuracy</b>	42	28	4	A	2/3	8.2
<b>Comprehension</b>	14	23	3	BA	1/2	7.1
<b>Rate</b>	57	33	4	A	1/2	8.6

**Materials:**

**Instruments**

The following materials were used to assess the student prior to the teaching and after the teaching:

**1. Burt Word Reading Test**

An individually administered measure of word reading ability in isolation. The test consists of 110 words printed in type that diminishes in size as the complexity of the words increases.

**2. The Neale Analysis of Reading Ability**

An individually administered test measuring accuracy, comprehension and reading rate. The test is normed and has two corresponding tests: Form 1 was used in the pre-test, and Form 2 in the post-test.

**3. Teacher-devised self –efficacy questionnaire**

A questionnaire adapted from Chapman J.W. and Tunmer W.E.,(2000). This was designed to give an indication of the student's attitude to

reading in general, and to his perceived use of elements relating to fluency (**Appendix B**).

In addition to the above, prior to each of the three texts used in the teaching a Running Record was taken to ensure that the texts were at an Instructional or Easy level i.e. 90 -95% accuracy.

**4. An additional teacher-devised questionnaire** was used to determine the student's perception of his oral reading and how useful he found the strategies he was taught to use after both the first and the final reading of each of the first two texts, (**Appendix C**).

## **Teaching Materials**

### **Texts**

*When The Wind Changed* by Ruth Park

*Wilfred Gordon McDonald Partridge* by Mem Fox

*There's Nobody Meaner Than Cousin Georgina* by Bernard Gallate

*Possum Magic* by Mem Fox (Pre-recorded tape and book)

Dictaphones and Tapes

*Wall Charts-*

Visual reminders that children could refer to (**Appendix D**).

*Fluency Action Plan-*

Visual reminder of procedure (**Appendix E**)

## **Procedure**

The student worked in a group with three other children from the same class who were deemed to be of a similar reading ability by the class teacher. (Testing indicated that these children in fact scored less on both the Neale and Burt, yet their oral reading sounded more fluent, being smoother and having less self-corrections and re-readings). The students were withdrawn for 30 minutes daily for three weeks, a total of fifteen sessions.

During this time the students taped their reading and were exposed to instruction in listening for accuracy (as texts were within the Easy to Instructional range inaccuracies were manageable in number), punctuation and pausing, and expression.

**The use of tape recorders ensured the task was highly engaging, with all students participating enthusiastically. This created a supportive and positive environment for the student in this study.**

There were essentially three different components to the procedure:

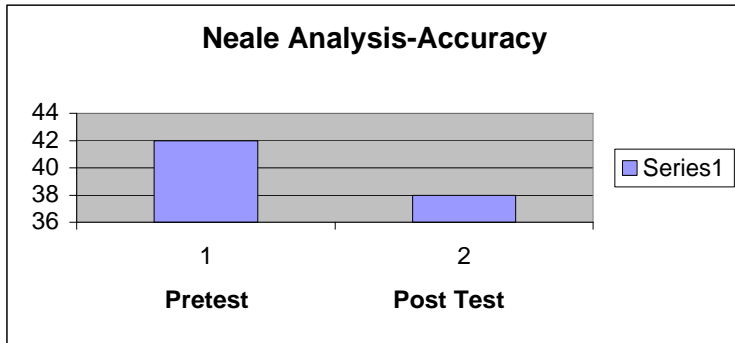
- The first week involved the four children working on the same text, taking it in turn to read a page each. This enabled the instruction to focus on the purpose and method of the Repeated Reading procedure, along with the elements of fluency.
- In the second week, the students worked as a pair, providing feedback and support for each other.
- In the third week, each student was responsible for his own taping and self-correction, but was free to use the support of the teacher or a peer as he deemed it necessary.

Data collection via testing and administration of questionnaires was conducted outside teaching session times.

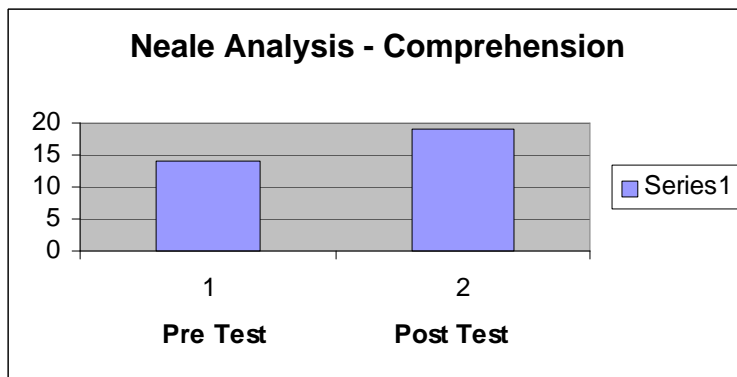
## Results

### Pre Test and Post Test

The following series of graphs shows the student's results using the Neale Analysis. The Pre Test was conducted using Form 1, and Form 2 was used for the Post Test.

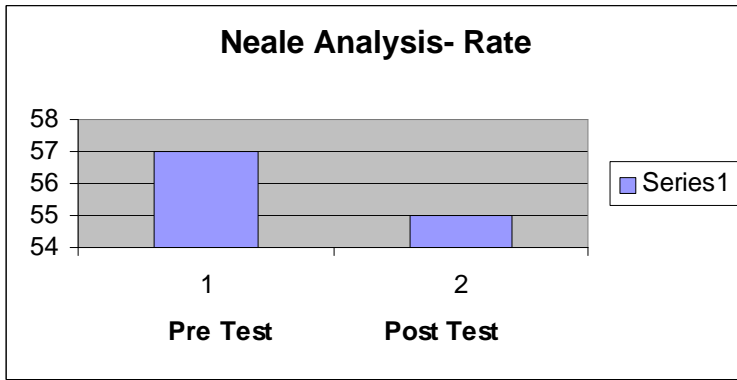


**The student was not as accurate in the Post Test, the Raw Score dropping from 42 to 35.**

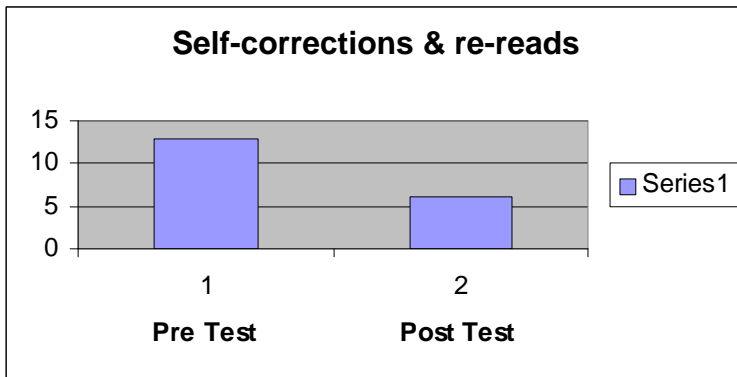


**Although the word accuracy was lower, the student achieved higher comprehension, increasing from a Raw Score of 14 to 19.**

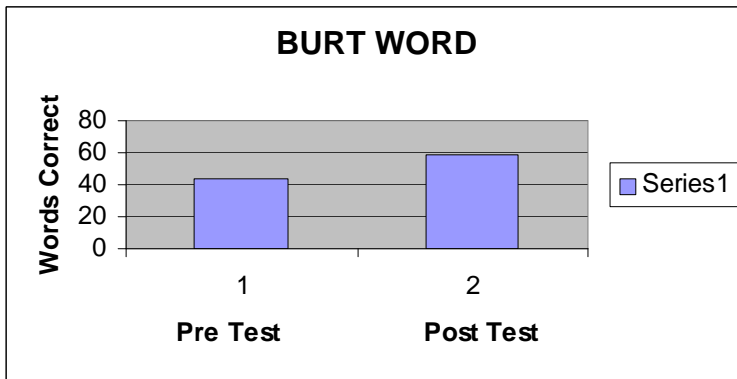




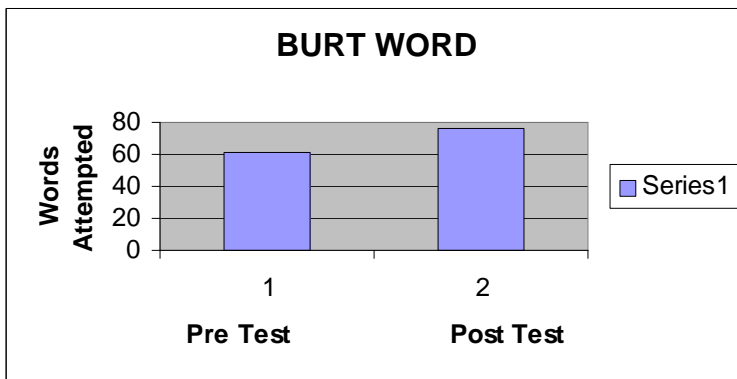
The rate of reading in actual time was not significantly different in the Pre and Post Tests. What is not shown by this graph is *how* that time was used. In the post Test the student read with more attention to punctuation, pausing for longer at full stops and using improved phrasing.



This graph shows the number of times the student re-read and/or self corrected words. There is a decrease in this dysfluent activity from the Pre to the Post Test: 13 to 6.



**The student's BURT Word Score showed an increase: from 44 to 59. As this was not only significant but also unexpected, further investigation was warranted. The number of words the student was willing to attempt is shown below:**



**This graph indicates that whereas the student would only attempt 61 words in the Pre Test, in the Post Test he attempted 76.**

The following chart shows the student's responses to the question:  
 "How much do you like the following?"

\*Pre Test # Post Test

	<b>Not at all</b>	<b>Not much</b>	<b>Sometimes</b>	<b>A lot of the time</b>	<b>Always</b>
Reading by myself at home		*		#	
Reading by myself in class			* #		
Reading aloud in class	*			#	
Being read to				* #	
Choosing books for reading				* #	
Visiting the school library					* #

**The student's attitude to both reading aloud, in class and reading for enjoyment, at home have both shown improvement, while attitudes to the other items have remained the same.**

The student's response to:

“When you are reading aloud, how often do you think you do the following?”

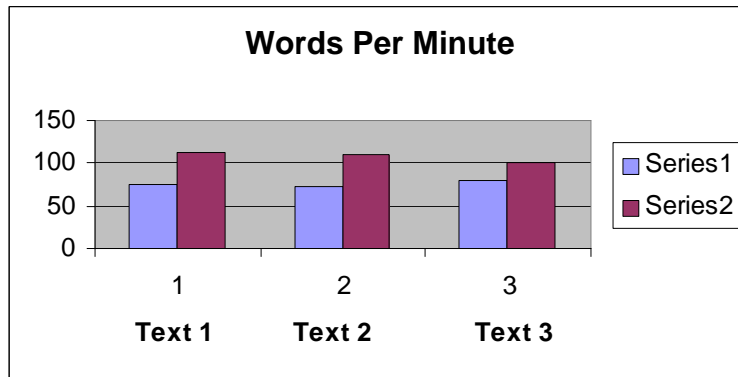
\*Pre Test                      # Post Test

	<b>Not at all</b>	<b>Not much</b>	<b>Sometimes</b>	<b>A lot of the time</b>	<b>Always</b>
Use the punctuation			*	#	
Make the reading sound smooth				* #	
Pause for thinking time		*	#		
Read each word correctly					
Use expression				* #	
Change the speed of reading to match the story			* #		
Use loud or soft to match the story		* #			

**The student indicated he felt he used punctuation and pausing more than he had done prior to the intervention.**

## Interim Tests

This graph shows an increase in the words per minute read on the texts used in the teaching sessions after the first and then the final reading/taping.



**The student read the texts faster when the texts had become more familiar. Although not able to be shown by a graph, there was also an improvement in the smoothness, and in the expression projected into the reading.**

The following two charts display the Student's Response as to his perception of his own reading on the first two texts used in the sessions:

**\* After first reading      # After final Reading**

	Not at all	Sometimes	About half of the time	Most of the time	All the time
<b>Text 1: When The Wind Changed</b>					
How accurate was your reading?		*		#	
Did you use punctuation and pausing?			#	*	
Did you use expression?		*	#		
How well do you think you read?	Very badly	Not very well *	Quite well	Almost perfectly	Perfectly #

**\* After first reading      # After final Reading**

	Not at all	Sometimes	About half of the time	Most of the time	All the time
<b>Text 2: Wilfred Gordon McDonald Partridge</b>					
How accurate was your reading?	*			#	
Did you use punctuation and pausing?		*			#
Did you use expression?		*		#	
How well do you think you read?	Very badly	Not very well	Quite well	Almost perfectly	Perfectly
		*			#

**The student has indicated that he felt his accuracy and expression had improved after both texts, and that his punctuation and pausing had improved after Text 2. The student also indicated that he felt by the final reading he was reading both texts perfectly.**

Student Response to:

How helpful were the following in making your reading become more fluent (accurate, with punctuation and pausing, expressive)?

**\* After Text 1      # After Text 2**

	Not at all	A little	Quite helpful	Very helpful
Listening to the teacher read the book			#	*
Reading along with the teacher and the group			*	#
Listening to myself on the tape			*	#
Reading the book a number of times				*#
Listening to the comments of other group members about my reading			*	#
Deciding for myself what to focus on in the next reading			* #	
Knowing that I have to improve accuracy, punctuation and pausing and expression to make my reading more fluent			#	*
Getting to know what the book was all about by talking about it				* #
Other:				

**The student indicated that all assistance was either quite helpful or very helpful. Both ‘reading the book a number of times’ and ‘talking about the book were listed as “very helpful”.**

## **Discussion**

The results of this research lend support to the hypothesis being examined. The prediction indicated that Repeated Reading together with instruction in accuracy, punctuation, pausing and expression would increase fluency thereby benefiting both comprehension, and self-efficacy as a reader.

The choice of Repeated Reading as an intervention to improve fluency is well documented and has shown improved outcomes for young students (Chard, Vaughn and Tyler 2002). Dowhower (1989) explained that Repeated Reading increases rate and accuracy which then transfers to new learning. Furthermore, Repeated Reading as originally conceptualised by Dahl (1974) suggests that fluent reading/ decoding text automatically, leaves attention free for comprehension.

Chard, Vaughn and Tyler (2002) reviewing various studies, also found fluency intervention was associated with growth in comprehension.

Samuels (1979) stated that the goals of Repeated Reading were threefold: to increase reading speed; to transfer that speed to subsequent material; and to enhance comprehension with each successive reading.

The student in this study increased his word per minute count on each text, but there was not a transfer of increased speed to the passages of the Neale Pre and Post Tests. This may be due to the emphasis in the teaching sessions on attending to punctuation, and giving adequate time for pausing to allow time to think during reading of the text.

Comprehension increase over subsequent readings of the same text was not a focus of this study, however, it was noted that during the Pre Test the student overused self-correcting and rereading behaviours, resulting in some loss of comprehension. In the Post Test, though, despite some loss of accuracy, the student's comprehension increased (note that the texts used in the Pre and Post Tests were not the same texts, but were equivalent i.e. Form 1 and Form 2 in the Neale Analysis). Perhaps it was the increased smoothness of the reading, and the de-emphasis of working primarily at word level that enabled the student to grasp more of the overall message of the text.

It was observed that the student presented with poor phrasing and inappropriate expression during oral reading. These prosodic features tend to be specific to a text and in the teaching sessions, teacher modelling was one way to address this. Discussion at a more general level was able to occur

particularly well in the group situation of the first text treatment e.g. the inflection differences between statement and question. If we assume that Repeated Reading of the same text leads to a better understanding of the text, then imbuing a character's voice with emotion or reading longer phrases with appropriate pausing will improve. Anecdotally, this was certainly the case for the student. Particularly when using the tape recorder individually, he was observed to experiment with different ways of reading a particular sentence or passage.

The BURT Word Test revealed an increase in the student's ability to read isolated words. This was not expected as neither word features nor decoding strategies at word level, had been the focus of this study. Also, during the teaching sessions, any unknown or problem words had been ***told to*** the student, rather than having the student work on them himself. On closer inspection, however, it was apparent that a difference had occurred in the number of words the student had attempted. It may be that the student's willingness to attempt more words than before was related to an improved perception of his own abilities as a reader i.e. improved self-efficacy.

The questionnaire conducted before and after the teaching sessions indicated that the student felt better about reading aloud in class. This is important because, as indicated earlier, oral reading is an everyday component of classroom life.

Self-efficacy, though, is not the same as self-confidence. It means rather, the self-perceptions of capability. It is these self-perceptions that help determine what individuals do with the knowledge and capabilities they have (Pajeras). The interim questionnaires afforded the student the opportunity to reflect upon his skills as a reader, focussing his attention on his ability to read with accuracy, use punctuation and pausing and inject expression into his oral reading. This, combined with being able to listen to himself read well on tape, and have others hear him read well, may have inspired perseverance in the reading of isolated words in the BURT Test.

What then, are the implications for the classroom? Teachers need to be aware that fluency **is** important, and needs to be part of a balanced reading program. Fluency is not just as an outcome of successful reading, but rather a contributor to successful reading. Wolf (2001) asserts that fluency must start at the ***beginning*** of the reading acquisition process. They also need to be aware of the factors that influence fluency acquisition.

Allington (1983) described six hypotheses as to why some students are more fluent readers than others: First, children who have models of fluent reading



at home learn that fluent reading is the goal when reading aloud. Second, successful readers are often encouraged to focus on the elements of expression, while poor readers are asked to focus solely on word recognition, phonics and other skills in isolation. Third, readers who demonstrate fluent oral reading are given more opportunities to read and therefore further develop this skill. Fourth, readers who read fluently are often reading texts at their instructional, if not independent level; those readers who lack fluency are often reading texts that are too difficult, in other words at their frustration level. Fifth, good readers have more time to read silently, time in which they “reread sentences in an attempt to understand and experiment with intonation, juncture and stress”(p.558. Finally, good fluent readers understand that the ultimate goal is not solely accuracy but also meaningful expression (Richards, M).

Clay (1991), asserts that teachers are wary of ‘memorising’, and adults seem only interested in children reading unseen text and stresses that *‘when children are allowed to re-read familiar material they are being allowed to learn to be readers, to read in ways which draw on all their language resources and knowledge of the world, to put this very complex recall and sequencing behaviour into a fluent rendering of the text’* (p.184).

Using Repeated Reading along with instruction in fluency as conducted in this study, is a practical way to address dysfluency, and takes into consideration the issues outlined above. Slight modifications may need to be made to suit working within a classroom environment, and teacher judgements made as to whether the small group, paired, individual approach or combination would be most appropriate. Having a student work individually with his own tape-recorder, for example, has the advantage of allowing practise to be conducted in relative privacy, and also passes control to the student; its disadvantage is the lack of feed-back and support which is more readily available in a small group or paired situation.

For the particular student in this research, the intervention proved to be of benefit. It is noted, however, that this intervention is certainly not the complete answer to his reading difficulties. Further testing and, no doubt, instruction at the word level to increase automaticity will be required. However, his fluency will need to continue to be a focus, so that he can continue to reap its benefits in terms of both comprehension and self-efficacy.

The limitations of this study are that the research was conducted on only one subject. Further research would need to test whether these results can be generalised. Additionally, the scope of the intervention in using three different approaches (small group, paired and individual) was too broad, further research may be indicated as to which approach suits which children.

The perceptions of the student as regards the helpfulness of strategies (teacher modelling reading, listening to the tape etc.) did not yield information that was differentiated enough, as the student perceived all strategies to be of help. This too may be an area for further study, with a better design of measuring instrument.

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## Appendix A

### Teaching lessons

Session One	Teacher	Student/s
Introduction	<ul style="list-style-type: none"> <li>➤ Encourage discussion about reading aloud</li> <li>➤ Introduction to purpose of sessions i.e. Reading aloud smoothly and expressively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss how they feel about reading aloud and how they perceive themselves as oral readers</li> </ul>
Cueing in to fluency	<ul style="list-style-type: none"> <li>➤ Instructs children to listen to author reading her book and take note of her manner of reading – why is it good to listen to?</li> <li>➤ Plays tape of Mem Fox reading ‘Possum Magic’ and shows illustrations.</li> <li>➤ Listens and guides discussion</li> <li>➤ Scribes responses (to be used in posters)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respond with observations</li> <li>➤ Describe what fluent reading is</li> </ul>
Introduction to Repeated Reading	<ul style="list-style-type: none"> <li>➤ Explains that practice is one of the keys to fluent reading, and that they will be given the opportunity to do this over the next three weeks. Another key is knowing what to do, and they will be learning this also.</li> </ul>	

Session Two	Teacher	Student/s
<p>Reprise</p> <p>Introduction of text '<i>When the Wind Changed</i>'</p> <p>Introduction to Procedure of Repeated Reading</p> <p>First Repetition</p> <p>Reprise</p>	<ul style="list-style-type: none"> <li>➤ Revisit elements of fluent reading from last session-now displayed in poster form (Appendix D)</li> <li>➤ Reads text</li> <li>➤ Initiates procedure: Children read a page each in turn to the middle of the book as reading is being taped. This tape is kept so that students can listen to it after the final taping and compare their reading.</li> <li>➤ Children are cued to check for accuracy. Tape is replayed and children read along silently. The tape is stopped at intervals to allow comment. Children are reminded use the Thinking Hats (a technique they are very familiar with through classroom use).</li> <li>➤ Teacher cues children to read for accuracy (using poster as prompt)</li> <li>➤ Teacher cues children to listen and look for accuracy, and also punctuation and pausing, Teacher replays tape</li> <li>➤ Summarises what was done</li> <li>➤ Explain we have improved accuracy. In the next session we will focus on punctuation and pausing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contribute by reading posters and commenting</li> <li>➤ Children listen</li> <li>➤ Children briefly respond</li> <li>➤ Children read. Tape is not stopped during reading.</li> <li>➤ Children listen and suggest improvements</li> <li>➤ Children again read text (same pages as before)</li> <li>➤ Children listen and evaluate</li> <li>➤ Children comment and discuss</li> </ul>

<b>Session Three</b>	<b>Teacher</b>	<b>Student/s</b>
Reprise	<ul style="list-style-type: none"> <li>➤ Explains that we will tape and focus on <u>punctuation</u>, and also <u>pausing</u> to allow 'Thinking Time'- one way we can better understand the story.</li> </ul>	
Second repetition	<ul style="list-style-type: none"> <li>➤ Teacher replays tape</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children read story with focus of punctuation and pausing.</li> <li>➤ Children listen and evaluate</li> </ul>
Third Repetition	<ul style="list-style-type: none"> <li>➤ Cues children to use and experiment with expression as they read</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children read story and focus on expression</li> </ul>
Reprise	<ul style="list-style-type: none"> <li>➤ Summarises what has been done</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children evaluate and discuss</li> </ul>

<b>Session Four</b>	<b>Teacher</b>	<b>Student/s</b>
Reprise	<ul style="list-style-type: none"> <li>➤ Revisits procedure and use with the second half of the book.</li> </ul>	
Taping and Repeated Reading	<ul style="list-style-type: none"> <li>➤ Cues children to focus on accuracy</li> <li>➤ Tapes</li> <li>➤ Replays</li> <li>➤ Cues children to focus on punctuation and pausing</li> <li>➤ Tapes</li> <li>➤ Replays</li> <li>➤ Cues children to focus on expression</li> <li>➤ Tapes</li> <li>➤ Replays</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children read focussing on cued elements</li> <li>➤ Children listen and evaluate their reading according to the elements that were focussed on</li> </ul>
Reprise	<ul style="list-style-type: none"> <li>➤ Asks children to summarise procedure</li> </ul>	

<b>Session Five</b>	<b>Teacher</b>	<b>Student/s</b>
Final Taping	<ul style="list-style-type: none"> <li>➤ Prepares students for final taping, asking what are we focussing on as we read</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children respond, referring to posters if needed i.e accuracy, punctuation and pausing, and expression</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>➤ Replays tape</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children listen and discuss</li> </ul>
Reprise	<ul style="list-style-type: none"> <li>➤ Replays the first taping.</li> <li>➤ Assists children to articulate their evaluation, using the terms accuracy etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children listen and compare their first to their final reading, discussing reasons for change</li> </ul>



Session Six	Teacher	Student
<p>Reprise</p> <p>Introduction of text <i>‘Wilfred Gordon McDonald Partridge’</i></p> <p>Introduction to Procedure of Repeated Reading in pairs</p> <p>Reprise</p>	<ul style="list-style-type: none"> <li>➤ Revisit elements of fluent reading from last sessions- using posters (Appendix D)</li> <li>➤ Reads Text</li> <li>➤ Initiates procedure: Children are to work in pairs, reading a page each in turn to the middle of the book as reading is being taped. The children have a tape player between them. This first tape is kept so that students can listen to it after the final taping and compare their reading.</li> <li>➤ Instructs children to use the same procedure that they used in the previous group of four.</li> <li>➤ Supervises and assists the two pairs of children. Reminds children they can refer to the ‘Fluency Action Plan’ (Appendix E) and to the posters(Appendix D), or ask the teacher for assistance.</li> <li>➤ Invite children to discuss their reading performance and the procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contribute by reading posters and commenting</li> <li>➤ Children listen</li> <li>➤ Children briefly respond</li> <li>➤ Children read. Tape is not stopped during reading.</li> <li>➤ Children listen and suggest improvements, giving feed-back to one another.</li> <li>➤ Children continue to read text (same pages as before), stopping to listen to tape, evaluate and re-tape at their own rate.</li> <li>➤ Children discuss their efforts</li> </ul>

<b>Session Seven to Nine</b>	<b>Teacher</b>	<b>Student/s</b>
Reprise	<ul style="list-style-type: none"> <li>➤ Revisit elements of fluent reading from last sessions- using posters (Appendix D) and procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contribute by reading posters and commenting</li> </ul>
Repeated Reading and Taping	<ul style="list-style-type: none"> <li>➤ Instructs children to use the same procedure that they used</li> <li>➤ Supervises and assists children</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Children</b> continue to work in pairs, reading and focussing on improving their fluency by focussing on the elements discussed, taping and listening, and giving feed-back to one another.</li> </ul>
Reprise	<ul style="list-style-type: none"> <li>➤ Invites children to discuss their reading performance and the procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children discuss their efforts</li> </ul>

<b>Session Ten</b>	<b>Teacher</b>	<b>Student/s</b>
Final Taping	<ul style="list-style-type: none"> <li>➤ Prepares students for final taping, asking what are we focussing on as we read</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children respond, referring to posters if needed i.e accuracy, punctuation and pausing, and expression</li> <li>➤ Complete their final taping</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>➤ Gives children their first taping to listen to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children listen and compare their first to their final reading</li> </ul>
Reprise	<ul style="list-style-type: none"> <li>➤ Assists children to articulate their evaluation, using the terms accuracy etc.</li> </ul>	

<b>Session Eleven</b>	<b>Teacher</b>	<b>Student/s</b>
<p>Reprise</p> <p>Introduction of text</p> <p>Introduction to Procedure of using Repeated Reading as an individual</p> <p>Reprise</p>	<ul style="list-style-type: none"> <li>➤ Revisit elements of fluent reading from last sessions- using posters (Appendix D)</li> <li>➤ Shows selection of suitable texts</li> <li>➤ Initiates procedure: Each child has his own tape recorder and tape, and chosen text. This first tape is kept so that students can listen to it after the final taping and compare their reading.</li> <li>➤ Instructs children to use the same procedure that they used previously, however this time they can re-read as often as they like and at their own pace.</li> <li>➤ Supervises and assists the two pairs of children.</li> <li>➤ Reminds children they can refer to the 'Fluency Action Plan' (Appendix E) and to the posters (Appendix D), or ask the teacher for assistance.</li> <li>➤ Invite children to discuss their reading performance and the procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contribute by reading posters and commenting</li> <li>➤ Each child chooses a text he is familiar with</li> <li>➤ Each child reads. Tape is not stopped during reading.</li> <li>➤ Each child listens to first taping.</li> <li>➤ Each child continues to read text, stopping to listen to tape, evaluate and re-tape at their own discretion</li> <li>➤ Children discuss their efforts</li> </ul>

<b>Session Twelve to Fourteen</b>	<b>Teacher</b>	<b>Student/s</b>
Reprise	<ul style="list-style-type: none"> <li>➤ Revisit elements of fluent reading from last sessions- using posters (Appendix D) and procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contribute by reading posters and commenting</li> </ul>
Repeated Reading and Taping	<ul style="list-style-type: none"> <li>➤ Instructs children to use the same procedure that they used</li> <li>➤ Supervises and assists children</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Children</b> continue to individually, reading and focussing on improving fluency by focussing on the elements discussed, taping and listening, and reading again.</li> </ul>
Reprise	<ul style="list-style-type: none"> <li>➤ Invites children to discuss their reading performance and the procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children discuss their efforts</li> </ul>

<b>Session Fifteen</b>	<b>Teacher</b>	<b>Student/s</b>
Final Taping	<ul style="list-style-type: none"> <li>➤ Prepares students for final taping, asking what are we focussing on as we read</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children respond, referring to posters if needed i.e accuracy, punctuation and pausing, and expression</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>➤ Gives children their first taping to listen to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete their final taping</li> <li>➤ Children listen and compare their first to their final reading</li> </ul>
Reprise	<ul style="list-style-type: none"> <li>➤ Assists children to articulate their evaluation, using the terms accuracy etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss and compare the three different approaches: Group, pair and individual Repeated Reading</li> </ul>

## Appendix B Self Efficacy Questionnaire (cont.)

NAME \_\_\_\_\_

Year level \_\_\_\_\_

Date \_\_\_\_\_

I am going to ask you about some things about reading. This is not a test, and different children will have different answers.

Be honest with your answers. Answer the way YOU feel not how you think others would like you to feel.

1. How much do you like the following:

	<b>Not at all</b>	<b>Not much</b>	<b>Sometimes</b>	<b>A lot of the time</b>	<b>Always</b>
Reading by myself at home					
Reading by myself in class					
Reading aloud in class					
Being read to					
Choosing books for reading					
Visiting the school library					

2. **When you are reading aloud**, how often do you think you do the following:

	<b>Not at all</b>	<b>Not much</b>	<b>Sometimes</b>	<b>A lot of the time</b>	<b>Always</b>
Use the punctuation					
Make the reading sound smooth					
Pause for thinking time					
Read each word correctly					
Use expression					
Change the speed of reading to match the story					
Use loud or soft to match the story					

## APPENDIX C.

**Teacher-devised questionnaire re student's perceptions of progress and the strategies used:**

<b>Name</b>	<b>Date</b>					
<b>Text:</b>	<b>Not at all</b>	<b>Sometimes</b>	<b>About half of the time</b>	<b>Most of the time</b>	<b>All the time</b>	
How accurate was your first reading?						
Did you use punctuation and pausing?						
Did you use expression in your first reading?						
How well do you think you read the first time?	<b>Very badly</b>	<b>Not very well</b>	<b>Quite well</b>	<b>Almost perfectly</b>	<b>Perfectly</b>	

<b>Date</b>						
<b>Text:</b>	<b>Not at all</b>	<b>Sometimes</b>	<b>About half of the time</b>	<b>Most of the time</b>	<b>All the time</b>	
How accurate was your final reading?						
Did you use punctuation and pausing?						
Did you use expression in your final reading?						
How well do you think you read the final time?	<b>Very badly</b>	<b>Not very well</b>	<b>Quite well</b>	<b>Almost perfectly</b>	<b>Perfectly</b>	

**APPENDIX C** (cont.)

**Teacher-devised questionnaire re student's perceptions of progress and the strategies used:**

**How helpful were the following in making your reading become more fluent (accurate, with punctuation and pausing, expressive)?**

	<b>Not at all</b>	<b>A little</b>	<b>Quite helpful</b>	<b>Very helpful</b>
Listening to the teacher read the book				
Reading along with the teacher and the group				
Listening to myself on the tape				
Reading the book a number of times				
Listening to the comments of other group members about my reading				
Deciding for myself what to focus on in the next reading				
Knowing that I have to improve accuracy, punctuation and pausing and expression to make my reading more fluent				
Getting to know what the book was all about by talking about it				
Other:				



APPENDIX D

My voice can be -  
Fast. . . Slow  
High . . . . Low  
Loud. . . .Soft

I can **STRESS**  
important  
words

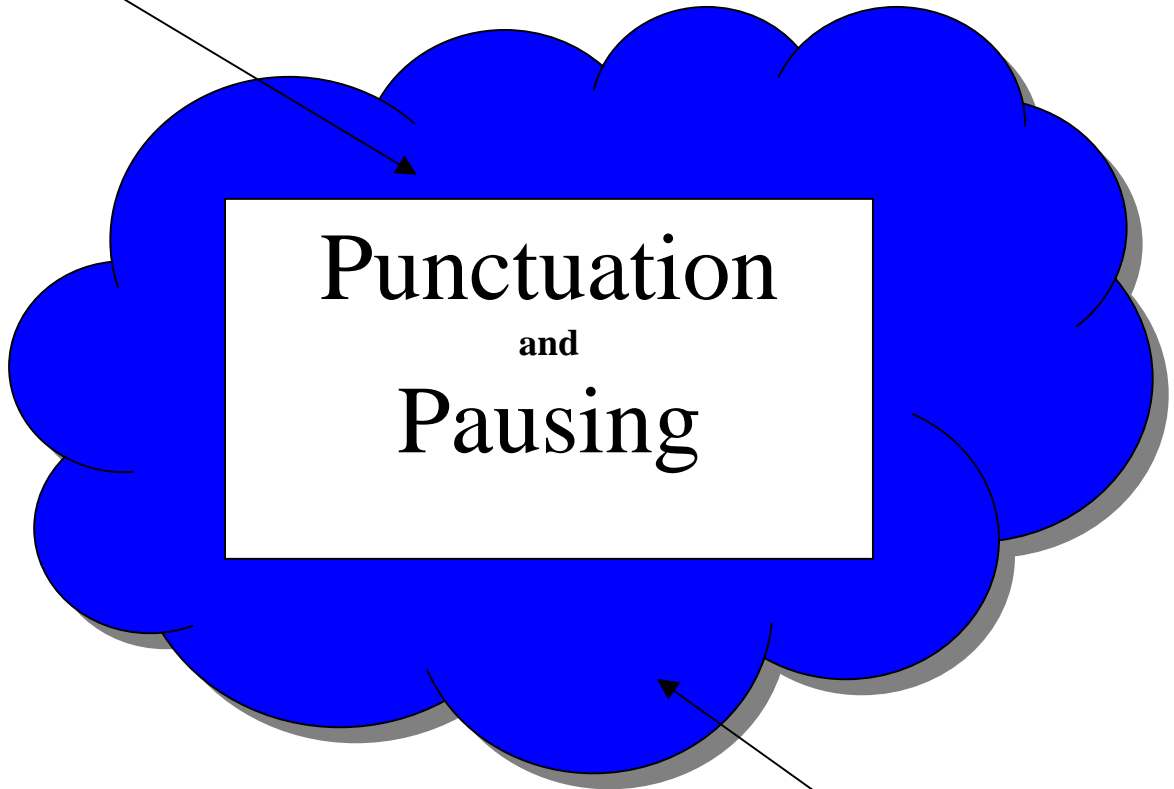
When I read aloud, I am like a  
bridge between the author and  
the person I am reading to!

Expression

Using expression can help me  
understand the author's message

Using expression can help me  
send the author's message to my  
listeners

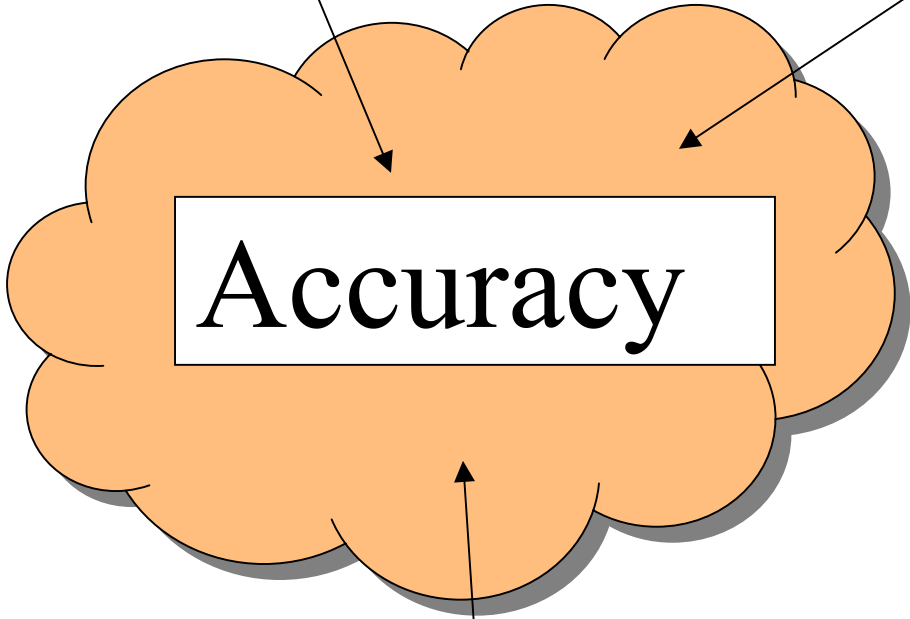
Am I using the full stops,  
talking marks, exclamation  
marks and question marks  
to help the story make  
sense?



Am I pausing to give myself  
**THINK TIME**, so I know  
what the author is trying to tell  
me?

Does it  
**LOOK**  
right?

Does it  
**SOUND**  
right?



Does it make  
sense?

## APPENDIX E

# Fluency Action Plan to make your reading sound great!

1. Tape reading of a page
2. Listen to the tape and think what could be improved.
  - Checking the charts will help.
  - If you are checking for accuracy, you must track with your eyes, and mark errors with a pencil.
3. Decide what you are going to improve-
  - Accuracy
  - Punctuation
  - Pausing
  - Expression

### To improve you could:

- Listen to the teacher read that page
  - Talk about it with the teacher or another child
  - Read it together WITH someone else
  - Practise reading the tricky bits a couple of times yourself
4. Read and tape again
  5. Listen and decide if you need another try, and if you do, decide what you will focus on.
  6. Tape, listen and decide to try again or move on.

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