Teaching re-reading to Year 6 students from non-English speaking backgrounds (NESB) in a small group setting will improve their reading fluency, and their reading comprehension.

Session 1:
* Students practice re-reading with paragraph to demonstrate its impact. How did it feel to read after silently ‘rehearsing’?

Session 2:
* Students cut up a paragraph from ‘Camel Rider’, deciding where to pause.
* Group discussion about which pauses sounded best. Creation of group version, paused appropriately. Teacher models re-reading reads paragraph aloud. Students make necessary adjustments collaboratively.
* Students take turns reading in a boring or exciting way.

Session 3:
* Teacher models reading with poor then good fluency (improved using re-reading). Discuss differences in understanding. (teacher models)
* Students read next paragraph silently, giving it pauses and making it sound interesting. Discuss re-reading as a strategy.

Session 4:
* Students make small ‘reminder’ cards (see Appendix B) to be laminated and kept. Discuss what each card means, explicitly revising strategy of re-reading.
* Students discuss classmates they consider to be good readers. How do they sound when reading? Teacher instills confidence in students to do the same.

Session 5:
* Review content of small ‘reminder’ cards for reading- check students understand each card
* Students to read Year 3 TORCH test text independently, prompted to use reminder cards.
* Ask students to take turns reading the first paragraph aloud to the group, pausing carefully to make the text sound interesting.
* Teacher scaffolds student learning through collaborative practice of the strategies as students answer first part of cloze together.

Session 6:
* Students re-read Year 3 TORCH text independently and complete remainder of cloze exercise in pairs. (Teacher scaffolds through collaborative practice)
* Go through cloze responses as a group- discuss strategies
Session 7:
* Students to read Year 5 TORCH text and complete first half of cloze exercise, using reminder cards and strategies learnt so far. (Teacher guides practice of re-reading strategy)
* Go through answers as a group - discuss

Session 8:
* Students to re-read Year 5 TORCH text and complete second half of cloze exercise, using reminder cards and strategies learnt so far. (Teacher guides practice of re-reading strategy)
* Go through answers in pairs - discuss discrepancies and use of strategies to improve reading.

Session 9:
* Students read Year 4 TORCH text and complete first half of cloze independently, without any reminders to re-read.
* Students swap answers and correct as a group.
* Teacher monitors independent use of re-reading through discussion about how this task felt - did students re-read? Pause? Use reminder cards? How did they feel?

Session 10:
* Students re-read Year 4 TORCH text independently and complete cloze.
* Correct responses as a group – discuss how they found the answers, how the task felt (Teacher withdraws support, and monitors student use of the strategy)
* Revise content of ‘reminder’ cards and re-reading strategy. Make explicit the fact that these strategies work when reading in all subject areas.
# Lesson Plans

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<td><strong>PRE TESTING</strong></td>
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| 1 | * Introduction to sequence of ten lessons, explaining that students are going to focus on reading comprehension with the teacher for a few weeks.  
* Group discussion about feelings towards reading silently, at home, at school, out loud  
* Introduction of the term ‘fluency’: teacher demonstrates reading a text with poor fluency, and good fluency. Discuss the difference (pausing in the right places, reading in your head first to practice, thinking about the hard words before you start..)  
* Students select a paragraph from class novel to practice on, reading silently to ‘rehearse’ reading, then reading aloud to group.  
* Discuss what they noticed about reading aloud after re-reading. Introduce this term as a reading strategy they are going to learn how to use. (Explicit description of re-reading strategy) | |
| 2 | * Remind students what re-reading is. Explain that good readers pause when they read, and think about where these pauses go.  
* Students each use an enlarged photocopy of a paragraph, cut into strips. Students use scissors to cut the paragraph up in the places they think there should be a pause.  
* Each student reads paragraph aloud, with pauses in the places they decided upon. Discuss differences between students’ choices. Discuss where the pauses should go to make the paragraph sound the best.  
* Teacher reads original paragraph aloud using the students’ pauses so students can decide if they sound right.  
* Students take turns reading paragraph aloud again, concentrating on making it sound exciting. Experiment with reading aloud in a boring or exciting way. (Teacher modelling of re-reading in action. Collaborative use of re-reading aloud) | One paragraph from Camel Rider by Prue Mason, enlarged to A4 for each student  
Scissors |
| 3 | * Review of last session- thinking about where to pause when reading. Discuss the fact that it takes time to decide where to pause and how to read- this makes our reading sound FLUENT. Revise idea of re-reading before reading out loud or answering comprehension questions  
* Look at a paragraph together- students read once independently. Teacher reads text in a boring way with no | - Text: Camel Rider by Prue Mason |
pauses, emphasis or fluency. Teacher asks how easy it was to understand the text.

* Teacher and students discuss where to mark the text to indicate where they should pause. Teacher reads text again to students with pauses and appropriate stress. Teacher asks students if they understood more easily. Why? Discuss how re-reading helped the teacher put pauses in, making it more easily understood. Teacher makes it explicit that this is what good readers do in their heads.

* Students read short text independently, focusing on re-reading and reading fluently, and answer oral questions as a group. (High level of teacher support, collaborative use of re-reading strategy)

4

* Review previous lesson: when you read fluently, with pauses in the right places, it is easier to understand!

* Students to make small ‘reminder’ cards for reading that say *When I read I..*
  - *look at the whole paragraph to decide where the ‘breaks’ are*
  - *‘hear’ the difficult words in my head to check I’m saying them correctly*
  - *‘say’ each sentence in my head to make sure they sound interesting*
  - *re-read in my head, thinking about what the sentences mean*

* Discuss and read each card, explicitly revising strategy of re-reading

* Discuss peers they consider to be ‘good readers’. What do they do that makes their oral reading sound so good? How do they sound (professional, confident, calm, loud). Explain that these readers re-read in their head to practice the hard words, and read slowly with careful pauses. Give students confidence by telling them they can do it, now that they know the tricks!

5

* Review content of small ‘reminder’ cards for reading-check students understand each card

* Students to read Year 3 TORCH text independently. Prompt students to use reminder cards and strategies learnt so far.

* Ask students to take turns reading the first part of the passage aloud to the group, pausing carefully to make the text sound interesting. Remind students that doing this will make the text easier to understand.

* Go through first part of cloze answers as a group,
| 6 | * Revise small reminders on cards. Discuss how re-reading and making reading sound interesting/ fluent helps reading easier.  
* Students re-read Year 3 TORCH text independently and complete remainder of cloze exercise in pairs. Prompt students to use reminder cards when reading, and to work together to decide on the answers. Remind students that they are different ways to fill in the gaps, and they need to work together to choose their responses. (Teacher scaffolds student learning through collaborative practice)  
* Go through cloze responses as a group- discuss strategies they used, did they feel nervous? Did they remember to re-read to choose where to pause when they read in their heads? How confident would they feel reading this text aloud now that they have read it silently? | - TORCH test  
(“Grasshoppers”  
– Year 3 level) |
|---|---|---|
| 7 | * Revise re-reading and its benefits. Remind students of what to do when they read a new text  
* Students to read Year 5 TORCH text independently and complete first half of cloze exercise, pretending they are doing a real comprehension test. Prompt students to use reminder cards and strategies learnt so far. (Teacher guides practice of re-reading strategy)  
* Go through answers as a group- discuss strategies/ feelings/ confidence/ what they should do in the future when they read  
* Students read certain sections aloud, demonstrating appropriate pausing  
* Discuss difficult vocab- experiment with saying it in different ways to work out what sounds right. Remind students this is what good readers do in their heads when they re-read. | TORCH test  
(“Earthquakes”  
– Year 5 level) |
| 8 | * Revise re-reading and its benefits. Remind students of what to do when they read a new text  
* Students re-read Year 5 TORCH text independently and complete cloze exercise, imagining they are reading this story for fun at home. Prompt students to use reminder cards and strategies learnt so far. (Teacher guides practice of re-reading strategy, with gradual release of teacher input)  
* Go through answers to remainder of cloze in pairs- | TORCH test  
(“Earthquakes”  
– Year 5 level) |
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| 9    | * Teacher tells students that they are going to have a different type of lesson- instead of talking before reading, they are going to read without any reminders to see how they go.  
* Students read text and complete cloze.  
* Swap answers and correct as a group.  
* Discuss how this felt- did they remember to re-read? Pause carefully to make text sound fluent? Did anyone look at reminder cards? Did they feel nervous? (Teacher monitors independent use of re-reading) | TORCH test (“The bear who liked hugging people” – Year 4 level) |
| 10   | * Last session- students to read passage independently and complete cloze.  
* Correct responses as a group – discuss how they could tell, how they found the answers, how they found the task  
* Revise content of ‘reminder’ cards and make sure students know they can use these strategies in all subject areas. These are things good readers do every time they read.  
* Informal student feedback to teacher- did they like these sessions? Do they feel like their reading has improved? | TORCH test (“The bear who liked hugging people” – Year 4 level) |
Appendix: Reminder cards created for students in intervention group

**READING REMINDERS**

**WHEN I READ I..**

- look at the whole paragraph
to decide where the ‘breaks’ are

- ‘hear’ the difficult words in my
  head to check I’m saying them correctly

- ‘say’ each sentence in my head
to make sure they sound interesting

- re-read in my head, thinking
  about what the sentences mean