

Alternatives to Round Robin Reading

Echo Reading

During Echo Reading, the teacher reads aloud. The children echo back what the teacher reads, copying the teacher's pacing and inflections. Echo Reading is ideal for reading content with sophisticated vocabulary, unfamiliar terms and content knowledge. It ensures the pupils hear unfamiliar words read and modelled correctly before repeating and reading them independently.

Choral Reading

Choral reading occurs when the teacher and the entire class read aloud together. It's an effective strategy because it reduces the public exposure of less confident readers. No one is under pressure, everyone is reading and listening to the text. It can be playful and extremely motivating. The teacher can invite groups to join in and drop-off during the process to support engagement and focus. Just 16 minutes of whole-class choral reading can enable enhanced decoding and fluency (Paige, 2011).

Partner Reading

Pupils are assigned a reading partner. Teacher will make mindful choices. Partners alternate reading aloud. Valuable process for practising in the classroom.

Variations:

- *switch each time there's a new paragraph or page*
- *read each section at the same time*

Silent Reading

Silent Reading should be a scaffolded experience. Teacher may frontload Silent Reading with:

- vocabulary instruction
- a mini-lesson on a skill or strategy to support independent reading
- plot overview
- pre-reading discussion
- establishing aims
- anticipation guides
- explaining a connected or follow-up activity

Teacher Read-Aloud

Read-alouds are still the most recommended method for improving fluency and comprehension (Adams, 2019). During an effective read-aloud the teacher uses their role as an expert reader to model pacing and prosody. The teacher should model reading aloud multiple times across the school day across a variety of topics, genres and texts.

Whisper Reading

Invite the children to Whisper Read to themselves. The teacher circulates the room and stops by a selection of children and listens to them read softly to themselves. Each time you listen to a reader you provide praise or constructive feedback. It can be helpful to keep track of who you have heard and take note of things to work on etc. Whisper Reading can be particularly beneficial to teachers when you want to focus on specific difficulties in short blasts as the children practise their reading independently.

Repeated Reading

Repeated reading positively impacts fluency (NICHD, 2000). During Repeated Reading exercises pupils read the same piece of a text multiple times until they can read it smoothly, either independently or in small groups. It is a really useful method when tackling challenging text. Repeated Reading exercises are best when matched with scaffolding and supported guidance or feedback from teachers and peers (NICHD 2000; Stevens et al. 2016).