

Repeated Reading Exercises to Improve Reading Fluency

The purpose of reading is for comprehension and, if a student is unable to read with fluency they will struggle to comprehend what they have read. *‘Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Fluency is also important for motivation; children who find reading laborious tend not to want read! As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or laboured will have trouble meeting the reading demands of their grade level.’* Taken from Reading Rockets website

Research over the past two decades has identified **Repeated Reading** as the key strategy for improving students' fluency skills (NICHD, 2000). Repeated Reading is an Evidence-Based Intervention Strategy to Improve Reading Fluency, it is a strategy that can be implemented at home, as well as at school. Repeated reading was originally targeted for students with learning disabilities until educators realised that all students can benefit from this strategy.

Research on Repeated Reading

Repeated readings enable the reader to improve their accuracy, speed and expression with each reading. As their reading of the passage improves, so does their comprehension because they are no longer focused on the mechanics of reading. Their reading becomes more automatic, allowing them to devote their attention to creating meaning. In a review of the effectiveness of this intervention strategy, Meyer and Felton (1999) concluded that “repeated readings improves reading speed for a variety of readers.”

Pam Loughman, who conducted research on repeated reading in a second grade classroom in 2000 stated, ‘The largest and most important finding was that the subject’s reading behaviour and attitude improved significantly.’

Description of the Strategy

- Repeated reading is when a student reads the same text over and over again until the rate of reading has no errors. This strategy can be applied individually or in a small group (1-4 students) setting.
- Choose a passage that is approximately 50-200 words in length, this will vary according to the ability and age of the students.
- Select a story or passage that is decodable verse predictable.
- Select a few words that you think will be hard for the students to learn; point them out and explain them before you begin.
- Read the story or passage you chose aloud to the students.
- Reads again with the student/s modelling fluent reading
- Have students re-read the passage as many times as needed until the text is fluent. This will probably mean reading the same text during the next reading session. The students might each read a paragraph or a page each and then change round and a different person starts. When a student encounters a word they find difficult provide the word after 3 seconds.
- Note any words that the student/s struggle to read or are unable to read and when they have finished point them up and define them, give a sentence to put the words into context.
- Recording the reading is a great way for students to practice re-reading text and hearing how they are becoming more fluent with the text each time they read

Partnering or Paired Reading

Partner Reading - This is where two students are grouped into pairs who are on the same reading level.

- Group students into pairs.
- Have the first reader select a passage and read it to their partner three times.
- While the student is reading the partner take notes and helps with words as needed.
- Students then switch roles and repeat the process.