

Making choices about interventions: Repeated Reading

RTI champions and RTI teachers can use the information on this page to help them decide whether this intervention can be used to meet the needs of their target pupils. It highlights key information from a study which aims to help pupils improve speed of oral reading fluency through repeated reading of passages. The **Using the intervention** resource (overleaf) provides more detailed information if you decide to use the intervention with your pupils.

What is the focus of this intervention?

Fluency

Comprehension

In this intervention, pupils worked to increase their reading fluency through repeated reading of texts with and without assistance.

What was the age of the pupils involved?

The pupils involved in the study were aged 7-8 years (Year 3), but the intervention is also relevant to Key Stage 2 and 3 pupils who tend to read slowly word-by-word, despite being able to decode words adequately.

Which tiers could this intervention be applied to?

1:1

Pairs/small groups

This intervention was used with individual pupils who read slowly (i.e. tier 3), but could be adapted for small group work.

What is the likely impact?

Pupils significantly improved their:

- reading speed;
- reading accuracy;
- use of appropriate processing and intonation; and
- comprehension.

Pupils are likely to learn to read texts faster, more accurately and with more understanding through repeated reading practice and the gains will be carried over to new, but similar texts.

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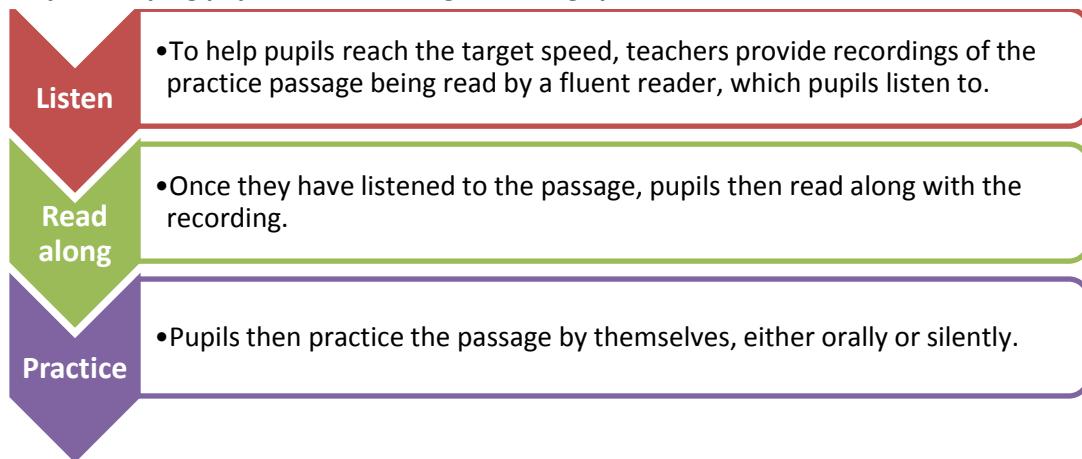
Using the intervention: Repeated Reading

What do teachers and learners do?

Overview of the intervention

- This intervention involves helping pupils to read a series of passages at a target speed.
- Learners start off reading a 200 word ‘practice’ passage on a daily basis until they reach the target speed.
- Once the pupil is able to read the passage at the designated speed (for example, the target speed for the 7-8 year olds in the study was 100 words per minute), the pupil is then asked to read a related ‘transfer’ passage (e.g. the second half of a story or article).
- They then move on to read a different ‘practice’ passage until they are able to reach the target speed and can progress to the ‘transfer’ passage.
- This process is repeated for a range of passages (in the study, six passages were used over a period of seven weeks).

Ways of helping pupils reach the target reading speed



Slower pupils are more likely to need support from a fluent model (i.e. the recording) until they reach a higher word per minute (WPM) rate, when they can progress to more independent practice.

What planning is involved?

Teachers will need to plan a selection of ‘practice’ and ‘transfer’ passages for the pupils to read. These can be based on stories, newspapers or magazine articles, etc and should:

- be about 400 words in length (split into 200 word ‘practice’ passages and 200 word ‘transfer’ passages);
- contain vocabulary of an appropriate level (i.e. not so low/high that practice becomes frustrating or too time consuming); and

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- contain similar numbers of simple, compound and complex sentences of a reasonable length.

What resources are involved?

Resources needed for this programme include:

- passages of an appropriate reading level as highlighted in the previous section (six passages were used in the study);
- recordings of a fluent reader reading the first 200 words of the texts; and
- a stopwatch.



What are the challenges?

Teachers need to be careful to ensure that the vocabulary and sentence structures used in the passages are at an appropriate level, whilst also engaging the pupils.

Implications for RTI champions and RTI teachers

RTI teachers

- The intervention used a range of carefully planned passages. Could you or a colleague with specialist literacy skills work with other teaching staff to select and rewrite passages that will engage your pupils and contain appropriate sentence lengths and vocabulary for their needs? Can the passages be based around a key quality text (e.g. Kensuke's Kingdom), or could pupils use the strategies with texts from other subjects?
- The intervention was used with individual pupils (tier 3) but could be adapted for small group work by planning for pupils to take it in turns to read part of the passage. Could the **Close Case Analysis tool** help you and your colleagues to decide whether the target pupils' needs would be best met by a tier 2 (small group) or tier 3 delivery of the approach? If you are planning to use it with small groups, could you identify strategies for helping pupils to give each other appropriate feedback?
- The teachers in this study carried out the intervention on a daily basis over a seven week period. You may want to use the **Determining Frequency/Duration of Interventions tool** to help you decide how many sessions your pupils should experience.

RTI champions

- Observing teachers delivering an intervention is likely to help ensure they deliver it as effectively as they can. Could you work with the RTI teacher to decide who could best provide supportive observation and feedback?

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- The intervention is designed to help pupils reach a set target speed. Could you work with the RTI teacher to work out an appropriate target speed and sentence length for the target pupils?
- As pupils become more fluent, reading along to a recording of the text becomes less effective. Could you work with the RTI teacher to support them in making the decision about when to stop using the read along aspect of the intervention?

Reference

Dowhower, S.L. (1987) Effects of Repeated Reading on Second-Grade Transitional Readers' Fluency and Comprehension - *Reading Research Quarterly*, 22 (4), pp.389-406

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