

Providing daily peer tutoring in the re-reading strategy enhances the comprehension of Year 1 and 2 readers at risk.

TUTOR DIRECTIONS:

Sessions 1 – 5

- ◆ Look at the front cover – what do you think that the book may be about? (If the student is struggling a bit, then perhaps give some prompts such as...
- ◆ What can you see in the picture?
- ◆ What might happen to him/her/it?
- ◆ What other character or things might be in the story?
- ◆ Let's start reading....
- ◆ When the student comes across a word that they don't know ask them to try to sound it out and to think about the pictures. If they are still stuck use the bookmark as a prompt and take them through the re-reading strategy. You may need to identify a starting point for their rereading.
- ◆ If they are still unable to identify the word – then you re-read the sentence and identify the word for them. Discuss how the meaning of the sentence may have helped you to identify the word.
- ◆ Continue with the reading, following the same process if a difficulty occurs.
- ◆ Ask the student:
- ◆ How did you feel about your reading today? (Use faces and record response)
- ◆ What did you do while you were reading when you came across a tricky word? (record response)
- ◆ What did you learn?
- ◆ Tutor completes the log

Sessions 6 – 10

The aim of these sessions is to help the student to begin to use the strategies on his or her own. They may still need your support, but you should be trying to encourage them to think about the things that you were doing last week and to do them independently. You need to help them and encourage them.

- ◆ Ask the student "What should we do before we start reading?". If the student is unable to answer this then help them by saying, "Look at front cover". Use the prompts from last week if needed.
- ◆ Let's start reading...
- ◆ When the student comes to a word they don't know ask them what do they think that they should do first. If they are unable to answer respond with "try to sound it out"; " look at the pictures".

- ◆ If they are still stuck ask them " what could you do now?" If they are unable to answer point to the bookmark. If they need help to follow the process then take them through it as you did last week.
- ◆ Continue with the reading, following the same process if a difficulty occurs.
- ◆ Ask the student:
- ◆ How did you feel about your reading today? (Use faces and record response)
- ◆ What did you do while you were reading when you came across a tricky word? (Record response). Reinforce the use of this strategy by saying something like...
- ◆ "I thought that you re-read that bit really well"
- ◆ "you used your sounding very well on that bit"
- ◆ "I liked the way you used the pictures and the beginning of the word to help you"
- ◆ What did you learn?
- ◆ Tutor completes the log

Sessions 10 – 15

From now on the aim is for the student to use the strategies on their own and you should only offer support if they are unable to do so. Try to guide them in this and use as few prompts as are necessary. If needed use the following prompts:

- ◆ Ask the student "What should we do before we start reading?". If the student is unable to answer this then help them by saying, "Look at front cover". Use the prompts if needed.
- ◆ Let's start reading...
- ◆ When the student comes to a word they don't know let them have some time to think, then ask them what do they think that they should do first. If they are unable to answer respond with "try to sound it out"; " look at the pictures".
- ◆ If they are still stuck ask them " what could you do now?" If they are unable to answer point to the bookmark. If they need help to follow the process then take them through it as you did last week.
- ◆ Continue with the reading, following the same process if a difficulty occurs.
- ◆ Ask the student:
- ◆ How did you feel about your reading today? (Use faces and record response)
- ◆ What did you do while you were reading when you came across a tricky word? (record response)
- ◆ What did you learn?
- ◆ Tutor completes the log

TUTOR LOG - (This was repeated for all sessions)

Session 1:

STUDENT RESPONSE:

- ◆ How did you feel about your reading today?

1 2 3 4 5

- ◆ What did you do while you were reading when you came across a tricky word?

- ◆ Sound it out
- ◆ Look at the pictures
- ◆ Re-read
- ◆ Other.....

- ◆ What did you learn?

YOUR OBSERVATION:

The student was able to:

- | | | |
|--|----------|----------|
| ◆ Use the pictures/ front cover to help them | I | H |
| ◆ Sound out unknown words | I | H |
| ◆ Re-read | I | H |
| ◆ Identify strategies that they used | I | H |

Other comments:

REREADING

If you are stuck on a word:

- ◆ Try to sound it out
- ◆ Look at the pictures
- ◆ Look at the word again and then reread



Sometimes rereading helps you to remember what the sentence is about and this helps you to have a better guess.

APPENDIX 2

REREADING

If you are stuck on a word:



- ◆ Try to sound it out
- ◆ Look at the pictures
- ◆ Look at the word again and then reread

Sometimes rereading helps you to remember what the sentence is about and this helps you to have a better guess.