Paired Reading: Implementing the Technique in the Primary School

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Acknowledgements

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Chapter 1: Introduction

"We are turning into a nation of illiterates, the victims of misguided ideas about the nature of reading and how to teach it.” (Pinker, cited in McGuinness, 1998)

The above quote describes one of the largest fears of surely all classteachers and anyone involved in education. This is, of course, not to mention most parents who naturally assume that their children will mature into literate adults. This point is accentuated by research carried out in 1993 by the National Foundation for Educational Research (NFER) who carried out an assessment of teacher training in Britain. They discovered that only 32% of beginning teachers were confident in teaching reading (NFER, cited in McGuinness, 1998).

Having almost completed a four-year degree at teacher training college, the researcher found this statistic, and the opening quote, quite unnerving. However, a certain degree of empathy was felt with the research carried out by the NFER. It was for this reason that the researcher then decided to focus on reading in order to further enhance her professional development as a teacher.

Research carried out by the government, which led to developments such as the ?24 million Early Intervention Programme announced in June 1997 to assist in raising attainment in basic literacy skills, began to arouse interest further. Having always had a positive attitude to reading, the researcher then began to reflect on previous school experience placements where she had encountered pupils who did not always share this enjoyment of books. An extensive search of literature was then carried out to try to identify what could be done to encourage and support these reluctant readers and to try to prevent the “nation of illiterates” as identified by Pinker.

Through initially analysing the literature, one main point seemed to arise time and time again: the importance of one-to-one tutoring (Topping & Lindsay, 1992; Nicholls & Brooks, 1998; Donaldson, cited in Campbell & Stott, 1994). This idea seemed perfect in theory, but how was this supposed to happen in a busy classroom? It was at this point that the researcher came across the technique of Paired Reading.

Paired Reading has been described as:

"a straightforward and enjoyable way for more able readers to help less able readers develop better reading skills.” (Topping, 1995, p.7)

This seemed like the ideal solution, but there were many questions to be asked.

It is therefore the aim of this study to answer some of these questions. This will firstly be done in chapter 2 which will review literature related to how children learn to read, the principles behind Paired Reading, the implementation of a Paired Reading programme, the advantages and disadvantages of Paired Reading and the features of an effective Paired Reading programme.

In carrying out this study, the researcher hopes to use the knowledge gained to implement an effective programme to develop the reading skills of children in the classes she aims to teach.
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Chapter 2:
Review of Literature

How children learn to read

Before looking at Paired Reading in depth, it is important to consider the main issues behind how children learn to read. This will heighten awareness of the reading process and of the various approaches used in teaching reading.

Pre-school language development

Much has been written about the provision of literary experiences prior to schooling. By the time most children enter formal education, they have already become adept users of oral language and have some knowledge of reading and writing (Browne, 1993).

Researchers have also found a strong connection between children's pre-school phonological awareness and their early success in reading. The following three factors have been identified as being particularly important:

- Early knowledge of nursery rhymes
- Ability to detect rhyme and alliteration
- Ability to produce rhyming and alliterative words (Bryant & Bradley, 1985)
- Pre-school reading

before they can become readers, young children must learn why people read and what people do when they read." (Kontos, 1986, cited in McLane and McNamee, 1990)

Here, Kontos is making the point that it is necessary for children to experience reading as a meaningful activity which is important in everyday life.

It is generally agreed among researchers and educators that, for children, the main purpose behind reading is to gain meaning (Harrison, 1992; McLane and McNamee, 1990; Smith, 1978; Whitehead, 1997).

McLane and McNamee (1990) highlight the importance of a home setting which nourishes an environment where children feel motivated and eager to read themselves. Smith (1978) reinforces this point and goes as far as to say that successful reading relies on an environment which encourages enjoyable and purposeful experiences with a variety of texts.

Sharing books with pre-school children

When it comes to pre-school reading, sharing books with children prior to school has often been identified as a particularly effective way of enhancing reading development. Bruce (1997) maintains that listening to a rich variety of texts will help children to learn about words and sentence structures in using books. McLane and McNamee (1990) also point out that reading books to children is the one early experience that has been identified as having an effect in children's later success in learning to read in school.

Holdaway (1979) expands on this point and explains that by sharing books with children, adults are contributing to their overall development of a "literacy set". This set is split up into four separate
components: * motivational factors - where children are enthusiastic about and interested in books and print in general * linguistic factors - where the children develop an understanding of the elements associated with reading e.g. vocabulary, intonation patterns, etc. * operational factors - where an understanding of how stories work is enhanced. For example, predicting what might happen next, etc. * orthographic factors - where the mechanics of print are considered, that is, directionality, the idea of what a word is, etc. (Holdaway, 1979, cited in Smith & Elley, 1998)

Holdaway does state that these factors would all be learned incidentally through various shared reading sessions, and that the emphasis during these sessions must at all times be on the enjoyment of sharing the books.

The Reading Process One of the most famous quotes made about the reading process is that by Smith (1978) where he states that "children learn to read by reading". He believes that learning to read is not simply a case of mastering rules. This is a view which seems to be echoed amongst many researchers and educators. Waterland (1988) added that schools (and she included herself here) are "obsessed with teaching decoding, not with helping children to learn to be readers". She believes that when it comes to teaching reading, most teachers follow the conventional approach. This is often referred to as the "bottom-up" method which dictates that reading is best carried out when skills to do with letters and sounds are taught before those which are concerned with meaning (Smith & Elley, 1998, p.77).

Opponents of this theory believe that there can be problems teaching reading in this way. They feel that opportunities may arise where children struggle through the processes of reading and the whole purpose in reading can often be lost: that reading is something people do to gain meaning from a text and is a pleasurable activity (Whitehead, 1997). Therefore, in contrast to the "bottom-up" theory there is the "top-down" approach.

"Teachers who follow a top-down theory avoid systematic phonic teaching, and focus on reading for meaning at all times." (Smith & Elley, 1998, p.77)

Smith and Elley declare that one of the main principles behind this approach is that children read and re-read their favourite books and exciting and meaningful texts are provided to maintain interest. They claim that educators who follow this method believe that their word attack skills would be acquired incidentally and naturally over a period of time just as in speaking or listening.

With these opposing views, it can be difficult for educators to decide which is most effective. Whitehead (1997) makes the point that there is no single approach that will ensure that all children will learn how to read. She believes that teaching phonics (an understanding of the relationship between letters and sounds) in isolation does not work, and that children must build a substantial sight vocabulary through meaningful activities. In addition however, she also advises that children be prepared for the exceptions which occur in the language and ensure that they are not defeated by them. Harrison (1992) reinforces this by saying:

"...it is now generally accepted that children need to be able to use both a whole-word approach and a phonological approach in recognising words." (Harrison, 1992, p. 18)

It is therefore suggested that a balance is required to ensure the best learning experience for the children, although the two approaches do not naturally tend to complement each other.

**The Reading for Real approach**

One recurring point which emerges from the literature is that it is vital for the children to read from meaningful texts. McLane and McNamee (1990) argue that readers appear to read more successfully when they use books which offer exciting words and ideas and Harrison (1992) adds that to become fluent readers, children have to read a wide variety of texts which are 'valuable in their own right'. To do this it is crucial that children read from genuine books, where their main aim is to read for meaning, not simply to break down the text into words, letters and sounds (Whitehead, 1997).
The Apprenticeship approach

Waterland (1988) also notes the power of real books and puts forward the view that the best way children can learn to enjoy reading is to be provided with meaningful texts which will ensure that they are interested and want to read on. She also strongly believes in the idea of apprenticeship when it comes to learning to read. She advocates the practice of a learner being not passive and dependent, but 'an active and already partly competent sharer in the task of learning to read'. This is in accordance with the famous quote by Vygotsky:

"What a child can do in co-operation today, he can do alone tomorrow." (Vygotsky, cited in Waterland, 1988)

The emphasis here is on the fact that the adults are leading the children, and not taking full control. The children learn through appropriate support from a sympathetic adult and through watching and imitating what he does whilst reading (Waterland, 1988). The two key elements of this approach then, are (i) that children should be offered a wide variety of meaningful, multilayered (meaningful and enjoyed by all ages) texts; and (ii) that children should be aided by someone who will help them read whatever they wish to read (Waterland, 1988).

In conclusion, it is clear that that question of how children learn to read is a complex one, and one which has caused controversy for many years. However, it is generally accepted today that most children come to school with a rich background of language experience. Many children will have observed people at home engaging in reading, and so they realise that it is a meaningful activity. In sharing books with them, the texts can come to life and the enjoyment factor should begin to emerge. Reading in school can build on this through using interesting and meaningful texts and support from more able readers where possible. These could include teachers, parents, other adults or even other children.

Principles behind Paired Reading

"Around one-fifth of seven year olds have difficulty with reading." (Nicholls & Brooks, 1998, p.21)

It is for reasons such as this that a variety of schemes aimed to help younger readers have been established.

Topping and Lindsay (1992) describe a study carried out in 1974 where a variety of novel books were introduced into the classroom and the reading related behaviour of some children was increased. Introducing adults who modelled reading by reading aloud expanded this increase further. However, they also state that this may have been due to the extra attention the children received from one-to-one tutoring, which can prove crucial in schemes for struggling readers (Campbell & Stott, 1994; Topping, 1995; Topping & Whitely, 1990).

Roger Morgan recognised the potential of this and decided to incorporate this into a programme designed to help struggling readers, mainly through parental involvement. The technique originated in 1974 when Morgan was treating a child for stammering. He was attempting to encourage the child to speak fluently by reading aloud with him. He then began to wonder if this was affecting his reading progress. Several studies later after finding the technique to be relatively successful, other teachers and researchers began to publish reports describing the advantages and disadvantages of Morgan's technique: Paired Reading (Morgan, 1986).

The technique became increasingly popular in the 1980s where more teachers begun to recognise the value of not only parent, but also peer tutoring. (Fraser, 1998; Topping, 1995).

Within the technique itself, Morgan (1986) has identified the following points as the main features of Paired Reading: 1. During Paired Reading, the tutor and tutee initially read aloud together. In doing this, the tutor is acting as a model of reading to the tutee. Morgan clarifies the importance of this by saying: "One of the most important ways in which we all learn is to do things by example." (Morgan, 1986, p.44) This is in
accordance with the "Apprenticeship" approach as identified by Waterland (1988). 2. Tutees receive a substantial amount of praise during reading. This acts as reinforcement of correct reading and strengthens the tutees' reading through enhancement of self-esteem and enjoyment (Burdett, 1986; Morgan, 1986; Topping, 1995; Winter, 1988). 3. When the tutee feels confident in reading aloud together, he indicates this through a signal to the tutor. This ensures that the tutee is in control of the help received from the tutor. 4. If the tutee begins to have difficulty with a particular word, the tutor will allow some time (approx. 4 or 5 seconds) to self-correct before he or she intervenes with the correct word. This takes much of the pressure and stress out of 'sounding-out' more complex words and the sense of failure is clearly reduced (Burdett, 1986). Topping and Lindsay (1992) describe this as one important way of restricting anxiety, which has been proven to hinder learning if visible in extreme amounts. 5. The tutee is given totally free choice of reading material. This discourages any reluctance to read babyish books and should promote the enjoyment of reading.

This point is reinforced by Cooper (1996) who carried out research with a 13-year-old boy who was experiencing reading problems. After spending time with him, she came to the conclusion that "To Adam, picture books are for young kids and offend his self-image" (Cooper, 1996, p.3) This outlines the importance of using relevant and interesting reading material with children. 6. Paired Reading does not conflict with other methods of teaching reading. In fact, its main objective is that of reinforcement and the provision of additional help. The technique is also very flexible. It provides help where it is needed and can be used regardless of reading ability or particular difficulties tutees and tutors may have (Morgan, 1986).

It has also been stated that one of the main benefits of using Paired Reading is that it is interesting and enjoyable (Topping, 1987; Morgan, 1986; Swinson, 1986). This would act as a motivational aspect for both tutees and tutors.

Therefore, it could be argued that one of the main ideas behind Paired Reading can be linked to the previous quote made by Smith (1978) where he states that "children learn to read by reading". Fundamentally, Paired Reading enables children to practise their reading in a meaningful way through interesting and motivating texts, where the sense of failure is reduced and success is enhanced (Topping & Lindsay, 1992).

The above outlines the history and main ideas behind the Paired Reading technique. It is also necessary to establish the processes involved in actually carrying out Paired Reading.

**How to carry out a Paired Reading programme**

Morgan (1986) distributed the following guidelines when beginning the Paired Reading technique. Please also refer to Appendix 1 for a detailed flowchart of how to do Paired Reading.

The first step would be for the tutee to choose the reading material. The tutor can help the child choose, but without too much intervention. This process will take time and the children should be able to choose from a wide variety of texts including those from home, libraries, bookshops, etc. It should also be noted that the tutee can change books at any time.

The next step is to find a suitable place and time. The setting should be somewhere quiet and comfortable without any distractions. Regarding the timing of Paired Reading, Morgan stipulates that a little Paired Reading done on a regular basis is much more effective than a "blitz" every now and then.

The tutee and tutor are then ready to begin reading. This is initially done where both tutee and tutor read aloud at exactly the same time. This is known as 'Reading Together'. Topping and Lindsay (1992) describe this stage as 'participant modelling'. This is when the tutor must adjust the pace of his/her reading so that he is reading simultaneously with the tutee, acting as a continuous model and prompt to the tutee. If any errors occur, the tutor will wait approximately four or five seconds for the tutee to self-correct. If he does not, the error is corrected through modelling by the tutor, and reading continues. Tutees should never be forced to 'break up' or 'sound out' the word as this simply puts extra pressure on the tutee and may remove some of the potential enjoyment gained from reading the chosen book. Tutors should also remember that it is crucial to praise the tutee as much as possible.
When the tutee feels comfortable reading together, and wishes to read himself he goes on to the next stage: 'Reading Alone'. This is indicated through a pre-arranged signal between the tutee and tutor (Morgan, 1986). Reading Alone is when the tutee reads himself, with the tutor continuing to provide positive reinforcement as necessary. If any mistakes are made at this stage, the tutor should point to the word allowing the tutee to self-correct without waiting for more than four or five seconds. If the tutee recognises his/her mistake before this time, he/she should be praised and continue with reading alone. If not, read the word together and revert back to Reading Together. This should continue again until the appropriate signal for wishing to read independently is made by the tutee.

It is also important to talk about the books. This demonstrates that the tutor is interested and acts as a check on understanding of what has happened, what might happen next, etc. (Topping, 1995).

It should be mentioned here that Morgan's original description was initially designed for parents to use, but the same technique has been successfully used with peers (Topping, 1995; Kirklees Metropolitan Council, 1985; Limbrick et al, 1985). Advantages and Disadvantages of Paired Reading

There is an extensive range of literature available on the subject of Paired Reading. Within this, there are various arguments outlining reasons for and against using the technique. The following text summarises some of these reasons.

**Advantages of using Paired Reading**

1. Paired Reading has been proven to result in: "fewer refusals (greater confidence), greater fluency, greater use of the context and a greater likelihood of self-correction, as well as fewer errors (greater accuracy) and better phonic skills." (Topping, 1995, p. 39) This point is reinforced in Winter (1986). He states that when carrying out research in a peer-tutored Paired Reading project, the classteachers involved described gains in reading skills, as well as confidence and interest in reading. This opinion is echoed in many other texts (e.g. Topping & Whitely, 1990; Topping, 1997; Topping, 1992; Morgan, 1986; Burdett, 1986).

2. It has also been suggested that Paired Reading has resulted in improvements in social behaviour (Topping, 1987; Winter, 1986). Winter indicates that this is particularly apparent where the tutoring project occurs in a class. Atherley (1989) also believes that Paired Reading can help some children form new friendships with their tutee or tutor.

3. Several researchers have also pinpointed a situation where the attitudes of the tutees have become more positive towards reading and texts in general (Atherley, 1989). Parents who acted as tutors indicated that the tutee was reading more widely and selectively (Burdett, 1986).

4. It has been suggested that the listening skills of the participants in the programme also improved (Topping, undated).

5. It has been stated that there are less problems associated with behaviour during Paired Reading (Winter, 1986). Atherley (1989) maintains that children who had formerly been aggressive in their behaviour displayed much more patience when tutoring, and Topping & Lindsay (1992) observed that 'task-irrelevant behaviours' had been greatly reduced during Paired Reading.

**Disadvantages of using Paired Reading**

1. As identified previously, it is difficult to determine whether or not any reading gains made during Paired Reading is purely down to the principles involved in the technique. This is sometimes known as the 'Hawthorne Effect' whereby participants show a brief improvement in reading solely because they are receiving extra attention (Topping, 1995). It is also argued that Paired Reading is no more worthwhile than any other schemes which encourage children to read more (Burdett, 1986; Swinson, 1986). This claim was clarified by Topping (1997) who claims that it generally works better than conventional listening approaches, but produces similar results to other structured approaches.

2. It has been suggested that the quality of Paired Reading can decline over a specific period of time (Pumfrey, 1986).

3. Peer tutoring projects (especially cross-age) can sometimes be difficult to organise and maintain
4. Because advocates of Paired Reading believe that mistakes should simply be corrected, specific advice is not given about how to deal with unfamiliar words. However, Topping and Lindsay (1992) explain that the tutees may actually have been taught these skills but have never had the opportunity to use these before in a meaningful way. Reading a wide variety of meaningful texts will provide children with the opportunity to put these skills into practice.

5. Some tutors may feel embarrassed about providing tutees with the amount of praise required, finding it a little artificial and even a little condescending (Winter, 1997).

**Features of an effective Paired Reading programme**

"...peer-tutored paired reading is not an easy option, but... if properly planned, and implemented, it results in outcomes (social as well as academic) to the benefit of the pupils concerned." (Winter, 1986, p. 106)

Several relevant points have been made in the literature which offer suggestions for appropriately organising and maintaining the Paired Reading technique.

Firstly, much has been written about the importance of sticking rigidly to the Paired Reading procedures. Winter (1990) states that it was commonly assumed that tutors who adhere to the guidelines closely will produce more effective results. This point is reinforced by Miller (cited in Toomey, 1993) who states that there is evidence that those tutors who adhered most closely to the Paired Reading method, produced greater gains in reading. This point is refuted in several texts, however (Winter, 1990; Winter, 1988) where research was carried out which showed that adherence to Paired Reading procedures bore no significant effect on the reading gains.

Topping and Lindsay (1992) acknowledge that some Paired Reading projects may be successful for reasons other than widespread implementation by participants of the specified trained technique. Winter (1997) explains that it is natural for a relaxation of the guidelines to occur when the project organiser's back is turned, and that this is not due to a lapse in training or supervision. He also identifies three common problems which he observed to occur in peer-tutored Paired Reading sessions: "1. Tutors reading at their own, not the tutee's pace; 2. tutors failing to praise desirable reading behaviours; 3. tutors attempting to use phonic-type methods to help the tutee read" (Winter, 1986, p.106)

Secondly, the role of the teacher is also said to be crucial in the organisation of a successful Paired Reading programme. Swinson (1986) argues that teachers involved in the project should be supportive and enthusiastic. They should also be effective organisers as a firm and clear structure is required for the programme to be effective (Topping & Whiteley, 1990). Paired Reading sessions should also be carefully monitored by project leaders and Winter (1986) believes sessions should be always be appropriately supervised. Feedback sessions are also vital, either in a large group situation or in pairs/individually (Topping, 1995).

In addition, the teacher also has a major role to play in the training of participants in the programme. Winter (1991) puts forward the view that training of tutors is important in that it has a dramatic effect on the commitment of those involved. It is also stated that whoever trains the participants in the Paired Reading technique, should have first-hand experience of Paired Reading (Winter, 1986; Hunter-Carsch & Cortazzi, 1986). The following sequence has been identified as an effective method of training participants: 1) Group instruction 2) Demonstration with volunteer child 3) Practice session with feedback 4) Handout summarising rules discussed 5) Record sheet (if any) completed by tutors (Winter, 1986, p.106)

During this time, participants should be informed of what is expected of them during their participation in the programme (Winter, 1986; Topping, 1995).

Furthermore, the pairing of participants in the programme is also of paramount importance. Some research would suggest that tutees prefer tutors to be of the same age (Topping & Whiteley, 1990) whilst it could be argued that cross-age interaction can increase motivation (Leland & Fitzpatrick, 1994). Topping (1995) recommends at least a two-year reading age difference between tutor and tutee and he strongly discourages implementing a Paired Reading programme where the maturity of either tutees or tutors has
not yet developed. Winter (1986) and Atherley (1989) tentatively suggest that teachers could consider that
tutees and tutors have free-choice of who they would like to work with. Topping (1995) guards against this
however, and states that by allowing this free-choice to occur, some children would feel left out while
others would feel over-chosen and the matter of taking reading age into account would be impossible.
Atherley (1989) recommends that if any problems occur with the pairing of tutors and tutees, project
leaders should 're-allocate' as appropriate.

Finally, the material used in setting up a Paired Reading programme should also be considered. Interesting
and exciting books should obviously be used to encourage motivation, and these should be multilayered as
far as possible to encourage interest of tutees and tutors (as recommended by Waterland, 1988). If
however books are constantly too easy for the tutor, they will soon begin to lose interest. If this occurs, it
might be agreed that the tutor occasionally choose the reading material (Topping, 1995). One of the main
principles behind Paired Reading is the free choice of reading material for the tutee (Morgan, 1986).
Problems can arise however, especially in a same-age tutoring project, if a tutee chooses a book which is
not within the capability of the tutor. If there is any doubt in this area, the 'finger' test could be applied.
This is where the tutor spreads five fingers on three or four pages of the book selected at random. If he or
she cannot read all of these fifteen or twenty words, the book should be replaced and an easier text chosen
(Topping, 1995).

In conclusion, it can be observed that an effective Paired Reading programme is one which requires much
consideration and organisation and should present an exciting and motivating venture for all participants.

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Chapter 3:
Research Question

In light of the issues raised in the review of literature, it can clearly be seen that reading is a meaningful,
pleasurable activity and to convey this to children, a variety of interesting texts should be made available to
them. The idea of the reader acting as an apprentice to learning has also been emphasised.

The literature review also highlights the Paired Reading programme as a technique for supporting and
developing young readers. The reading suggests that, in general, the Paired Reading technique is
successful:

"... Paired Reading... has been intensively researched and found to be effective, yielding gains in reading
ability for both tutors and tutees if organised correctly." (Topping, undated, p.2)

It is in regard to these organisational aspects of Paired Reading with which the researcher is primarily
concerned. Having pinpointed this focus, the research question for the purposes of this investigation will be:

"What factors contribute to an effective Paired Reading programme in the classroom?"

In order to answer this question in more detail the following subsidiary questions will be considered:

* Do tutors and tutees accurately abide by the instructions given in the Paired Reading approach? * How
important is the interest and motivation of those involved in the implementation of the Paired Reading
programme? * What are the contributing factors regarding the preparation and maintenance of the Paired
Reading technique? * What are the main aspects to be considered when establishing reading pairs?
Having formulated the research question and corresponding sub-questions, it was then necessary to consider which research method would best answer the research question.

Clearly the main emphasis of the research question was to examine the contributory factors of an effective Paired Reading programme. This suggested that the research to be undertaken would be essentially qualitative (Flick, 1998). Paton (1990) elaborates on this and describes this particular type of research as 'evaluation research'. This can be defined as:

"the procedures of observation and in-depth interviewing ... which communicate respect to respondents by making their ideas and opinions ... the important data source for the evaluation." (Paton, 1990, p.124)

Topping (1995) reinforces this hypothesis. He agrees that Paired Reading should be evaluated through the consideration of feelings and observations of the participants regarding the effectiveness of the programme.

It was considered then that the principal method of data collection for the investigation would be through observations and structured interviews.

Observation Greig and Taylor (1999) state that "in a sense, all research involves observation". Reflection on the research question suggests that the observation would be implemented in two stages. The first stage would be largely 'participant', where the researcher influences the observations through interaction, and the second stage would be 'non-participant', where the researcher strives to disturb the people involved in the research as little as possible (Flick, 1998).

Greig and Taylor (1999) point out that while observational techniques are vital in obtaining information, children can often become aware of the presence of a stranger or of a strange situation. It is therefore best to maintain as natural a setting as possible.

When recording data, it is highlighted that this is best done as unobtrusively as possible (Delamont, 1992). Structured observation schedules can be used to focus the researcher's attention to the relevance of particular points, or the use of field notes could be preferred to obtain detailed descriptions of the observations (Flick, 1998). A recording device could also be used to provide the researcher with concrete data which could then be analysed in more depth if required.

Interviewing Interviewing can prove crucial in providing the researcher with the perspective of the participant when carrying out research. Greig and Taylor (1999) raise the argument that when interviewing children, it is important to build up a rapport with the participants. They suggest that this could be developed through using a familiar setting, and with visual or verbal prompts as required.

The interviews could take place with the use of an interview guide. In doing this, the researcher will have decided the main points to be covered in the interview, while trying to maintain a free-flowing and interactive interview. Flick (1998) describes this form of interviewing as a 'semi-structured interview'. It is important to note here that this is distinguishable from a friendly conversation in that this is an encounter which has been formally set up and both the interviewer and interviewee are aware of the purposes of the interview. Hopf (cited in Flick, 1998) warns of the risks of abiding by the interview guide too rigidly. He states that it may be more beneficial to delve deeper into a topic raised by the interviewee as issues may be uncovered which had not been previously considered by the interviewer. By carrying out observations...
prior to the interviews, the researcher feels she has a good basis on which to ask the questions she feels are appropriate.

Having verified the research methods and data gathering techniques, it was then possible to begin the research.

Chapter 5: Implementation

One main problem the researcher encountered was in entering the field. Flick (1998) recognises this difficulty and puts this down to the fact that qualitative research requires a substantial amount of contact with persons in the field.

It was decided that the research would be carried out in one school where the staff were already familiar with the Paired Reading technique and had some experience of carrying out the programme.

One school was initially contacted but despite much enthusiasm, the Head Teacher regretted that they would not be able to assist in the data collection due to the lack of experience in the area. Therefore, a second school was approached, first by telephone, then officially by letter (See Appendix 2). On this occasion a positive reply was obtained and two classes were identified as having almost completed a cross-age Paired Reading programme with a primary 3 and a primary 7 class. It should also be noted that this particular school had been involved in a pilot Paired Reading programme supported by The Scottish Executive and BP Amoco. They therefore had previous experience of Paired Reading prior to implementing the actual programme observed by the researcher.

From this point, a meeting was arranged for the researcher to meet the two classes and their class teachers, this observation period regarded as 'participant'. At this point, it became clear that the researcher could not closely observe all the children and so six pairs were chosen at random from the class list. This would also ensure that a sufficient rapport be built between the researcher and the children during the research period.

Non-participant observations of all six pairs were carried out on two separate visits. During the first observation two groups of three pairs were observed. Consideration at this point was given to the recording of the data and it was decided to use field notes and a hand-held cassette recorder as the main methods of data collection. It was the intention of the researcher that by using this method no data would be lost and that through time the participants would forget about the presence of the tape recorder (Flick, 1998). However, due to space restrictions and background noise, the tape was almost incomprehensible. The field notes however reinforced the initial thoughts of the researcher. Immediate analysis of the field notes proved helpful but it became apparent that another, more detailed, observation would be beneficial. This would correspond with a session when the children had already planned to do Paired Reading so as not to have a detrimental effect on the children.

The second observations were carried out in a quiet area where time was spent focussing on one pair at a time. This time, an observation schedule was used to remind the researcher of key points in relation to the research question (See Appendix 3). Brief field notes were also taken using abbreviated symbols devised by the researcher (Delamont, 1992). Again the cassette recorder was also used for the purposes of further analysis. It should be noted here that some children may have felt a little apprehensive about being observed, especially in having the confidence to read alone. This may affect the results of the findings.

Three different interview schedules (1 tutor, 1 tutee and 1 classteacher) were then composed using as many open-ended questions as possible (See Appendix 4). A pilot interview was conducted with a colleague and a few issues came to light. These were then amended and the interview was timed to give the
researcher an idea of the appropriateness of length. When satisfied with this, the researcher then conducted interviews with each tutor and tutee on an individual basis, each interview lasting approximately five to ten minutes. Time was taken to ensure a quiet setting was found and the children were made aware of the purpose of the interview prior to actually beginning. Each interview commenced with several straightforward questions to relax the interviewee. The questions were presented in as logical an order as possible, starting with easier questions and leading on to more difficult questions near the end of the interview. This technique is recommended by Greig and Taylor (1999).

Interviews with classteachers followed and similar principles were used. On both occasions the tape-recorder was used in order to analyse the interviews in more detail.

Chapter 6: Presentation of Findings

Through implementing the research, several recurring themes have come to light. However, it should be borne in mind that this investigation reflects only the experience of one particular school.

The four issues which emerged from the research are closely linked to the sub-questions as identified in Chapter 3. However, as the research progressed the significance of the first sub-question was queried by the researcher:

‘Do tutors and tutees accurately abide by the instructions given in the Paired Reading approach?’

It was decided that since no control group was used, and the research was purely small-scale it was impossible to monitor whether or not adhering to the guidelines would make any difference. The aim of the research was not to monitor if Paired Reading was effective, but to examine the factors which made it effective. However, the findings did bear some significance, so the sub-question was included.

Therefore, the four main issues are as follows:

1. The importance of adhering to the guidelines for Paired Reading as identified by Morgan (1986) and Topping (1995).
2. The main issues surrounding the interest and motivation from teachers, tutors and tutees in implementing Paired Reading.
3. The preparation for and the organisation of the Paired Reading technique in the classroom.
4. The main topics surrounding the pairing of participants in Paired Reading.

The following pages focus on each of these themes in order and identify the main points. Please refer to appendices for more information on these issues.

Adherence to Paired Reading Guidelines

Observation 1

(See also Appendix 5)

Tutees choose material with some guidance.

3 of the 6 tutors used word-attack strategies
All tutees were given time to correct although not usually as long as 5 seconds.

2 tutors praised regularly, 2 only sometimes (1-2 words) and 2 not at all.

All 6 tutors were reading slightly behind tutees.

Only 2 tutees moved on to Reading Alone.

Discussion apparent.

Books can be changed at any time.

**Observation 2**

(See also Appendix 6)

Tutees choose reading material from graded trays (with flexibility).

1 tutor corrected mistakes; other 5 used word-attack strategies.

Tutees given time although this rarely exceeded 2 seconds.

2 tutors used substantial amount of praise, 2 praised sometimes and 2 not at all.

All 6 tutors were reading slightly behind tutees.

No tutees preferred to read alone.

Discussion apparent from all tutors.

Reading material can be swapped at any stage.

**Teacher Interviews**

(See also Appendix 7)

**From Teacher Interview 1**

Emphasis on positive atmosphere and praise.

Word-attack strategies to be used to help with unfamiliar words.

Books are graded, but this is fairly flexible.

**From Teacher Interview 2**

Tutors and tutees were made aware of how to progress to Reading Alone.

Tutors to read half a word behind tutees instead of Reading Together.

Emphasis on word-attack skills.

Praise is an important aspect.

Grading of books is flexible, although tutors should monitor how tutees choose books.
Tutor Interviews
(See also Appendix 8)

4 tutors said tutees did not move on to Reading Alone, 2 said their tutors did. Reference made to importance of reading behind tutees (Interview 1).

All tutors state that tutees choose reading material, although it is often a joint decision (Interview 2).

Word-attack skills to be used to help with unknown words. (Interview 3)

Importance of being patient and calm and of using praise (Interviews 5 & 6).

Tutee Interviews
(See also Appendix 9)

Tutees always choose books, with a degree of intervention from tutees.

Praise does occur and this has a positive effect. One tutee would prefer his tutor to praise more (Interview 2).

One tutee denies positive atmosphere is created and states that tutor is "often moody" and does not seem interested (Interview 5).

Pairing of Participants

Observation 1
(See also Appendix 5)

Obvious differences between pair relationships. 2 pairs in particular demonstrating difficulties working together.

Observation 2
(See also Appendix 6)

2 pairs experiencing minor problems working together.

Teacher Interviews
(See also Appendix 7)

From Teacher Interview 1

A 3 year reading gap was recommended by the organisers. P2 and P5 classes considered too young. P3 and a P6 class, or a P4 and P7 class would work best.

Teachers decided who would work together.
Children are usually matched by ability (high ability in one class with high ability in other class)

Behavioural issues meant some children with behavioural problems were matched with children who could cope with his behaviour (Low ability matched with high ability)

Tutees enjoy working with cross-age peers.

**From Teacher Interview 2**

Children paired by ability with a few exceptions due to behavioural problems.

Children generally formed friendships with partners.

All tutors should feel that they're helping somebody.

**Tutor Interviews**

(See also Appendix 8)

Suggested that Paired Reading is more enjoyable if there is a good relationship between pairs.

3 tutors thought that P3 was a good age to work with, 2 tutors would like to work with a younger class and 1 tutor would prefer an older tutee.

Tutors seem to enjoy helping younger tutees.

Problems identified in Interviews 5 & 6.

**Tutee Interviews**

(See also Appendix 9)

5 tutees prefer working with cross-age peers and believe that same-age peers would not be able to correct words sufficiently. One tutor would prefer same age (Interview 5)

Problems arisen in Interviews 2 & 5.

**Chapter 7:**
**Discussion of Findings**

In order to analyse the findings identified in the previous chapter, the subsidiary questions will once again be referred to and relevant links will also be made to the review of literature.

Do tutors and tutees accurately abide by the instructions given in the Paired Reading guidelines?

From the Findings section, it can generally be seen that the participants in the programme use several of the strategies as outlined in the literature, but some adjustments have been made.
1. As outlined in the Paired Reading guidelines, it is important that tutors have free choice of the reading material (Morgan, 1986; Topping 1995). In general, this was observed to occur in this programme. Tutees were always given the choice of whatever book they wished to choose and they had the final say. However, it should be noted that tutors did have a role to play in monitoring the books which were finally chosen. Books were also graded into trays mainly for guidance purposes, but this was very flexible and tutes could choose from any tray or from the bookshelf, library, etc.

2. Discussion appeared to play an important role in this particular programme. The tutors discussed the books in detail prior to, during and after reading. This is in accordance with Topping (1995) who verifies that talk is vital. Teachers also believe that it is important to raise the children's awareness and enjoyment of books as this point is sometimes neglected in the day-to-day running of the classroom.

3. Tutors were often found to ask tutees to use word-attack strategies instead of simply correcting. Interviews with teachers also showed that they believed that this was correct. Perhaps this seemed most natural to them in their role as teachers and they therefore instructed tutors to act similarly. However, Morgan (1986) states that tutors should avoid doing this at all costs because much of the potential enjoyment can be removed from the tutees through extra pressure being applied. This is also in contrast to the top-down approach surmised by Paired Reading (Topping, 1997) which believes that word attack skills would be learned naturally through repeated practice and reinforcement (Smith & Elley, 1998).

4. Praise is noted to be an important aspect in the guidelines and is believed to raise self-esteem and enjoyment for tutees (Morgan, 1986). Unfortunately, this was not seen to be as apparent as the researcher initially assumed. Both teachers and most tutors could see the importance of creating a positive environment, but this was not always reflected in the observations. However, five of the six tutors stated they were satisfied with the praise distributed, although one thought he would appreciate more praise from his tutor. This can be quite a common occurrence when the programme has been in operation for some time (Winter, 1986) and some tutors may even feel uncomfortable giving regular praise, in the belief that it is uncomfortable and even patronising (Winter, 1997). This may be particularly so in the presence of an observer.

5. Instead of reading in synchrony during Reading Together, tutors were observed as reading markedly behind the tutees. This made the reading somewhat disjointed and awkward. The second teacher interview shows that this is believed to be important in order that tutors do not constantly provide tutees with the correct word before they have a chance to read it themselves. Having participated in Paired Reading herself, the researcher can understand the principle behind this theory, and admits that this can be awkward initially. However, a rhythm is soon established between the pairs, and when this occurs, tutors should try to adapt to this accordingly.

6. It is also of importance that tutees were rarely observed to progress beyond the Reading Together aspect of Paired Reading. It should be taken into account that they may have felt nervous in the presence of the researcher. However, interviews with tutors generally confirmed that their tutees seem to prefer reading together. Confidence may be a contributory factor here since the two tutors who stated that their tutees did move on to Reading Alone were observed by the researcher as having the most confidence in reading.

It can therefore be observed that the three common errors as indicated by Winter (1986) are relevant and commonplace in peer-tutoring programmes.

1. Tutors reading at their own, not the tutee's, pace;
2. Tutors failing to praise desirable reading behaviours;
3. Tutors attempting to use phonic-type methods to help the tutee read (Winter, 1986, p.106)

With reference to the sub-question, it could be argued that tutors and tutees do not accurately abide by the guidelines as instructed in the literature. Information gained from teachers is generally adhered to however.

Paired Reading is considered to be an effective method of reinforcing children's reading. Whether it works better when the guidelines are strictly abided by or not, does not concern this particular investigation. However there are certainly some components of Paired Reading which have proven to be effective in the
How important is the interest and motivation of those involved in the implementation of the Paired Reading programme?

1. One important aspect of maintaining interest for tutees is to allow them to choose whichever book they wish. For the tutees this is one of the programme's greatest advantages. One tutee made particular reference to the point that they can choose 'real books, not reading books'. This point is considered crucial by advocates of the 'top-down' approach as highlighted earlier. Harrison (1992), Waterland (1988) and Whitehead (1997) firmly believe that using 'real books' encourages children to act like real readers, someone who reads for meaning and enjoyment. This effect was obviously experienced by the tutees in this programme.

2. Another important point that emerged from the 'Findings' is that there is a distinct impression of boredom sensed by the researcher, especially on the part of the tutors. One tutor stated that she did enjoy Paired Reading at the beginning, but she now finds it a little boring. This is probably due to the fact that this is the tutors' second year of carrying out the programme and, as one tutor describes, the 'novelty is wearing off'. Pumfrey (1986) also acknowledges that this can occur stating that it is advisable to set an optimum length of time, which as Morgan (1986) states can always be extended as long as the interest of participants is still present. Topping (1995) recommends that one way of maintaining interest of tutors is to allow them to choose the reading material from time to time. This may stimulate their interest again and therefore have a positive effect on the ensuing Paired Reading. This point is reinforced in the first teacher interview where it is stated that this is now beginning to occur. Evidence from tutors also suggests that this would be welcome.

3. The spin-off effect from the above point is, of course, that tutees begin to lose interest in the programme. Unfortunately to a certain extent, this is beginning to emerge. This may largely be linked to the negative feelings of tutors which tutees may notice over a period of time. However, most tutors state that they still make a conscious effort and can often raise the enthusiasm of the tutee through discussion and interaction.

4. Teacher enthusiasm is also believed to be of significance regarding the interest of the tutors and tutees. As Swinson (1986) states, they have an important role to play in providing support for the participants and by being as enthusiastic as possible. In the second teacher interview, she states that much of her role is to make the participants, especially the tutors, excited about Paired Reading. This would have a positive effect on the tutees. This point is reflected in the interviews of all tutors and tutees who feel that their teacher is enthusiastic about the technique.

It can therefore be observed that it is necessary for all participants (teachers, tutors and tutees) to be interested and enthusiastic about Paired Reading and they should feel that it is a worthwhile venture. It should not be carried out to the extent that participants begin to lose interest.

What are the contributing factors regarding the preparation and maintenance of the Paired Reading technique?

1. One recurring aspect identified in the literature is the importance of training. The findings seem to reflect this in that all the participants were trained in Paired Reading techniques prior to undertaking the programme. As the teachers were involved in a sponsored initiative, they were trained specifically by the organisers of this. Two in-service days were spent in training where both theory and practice was discussed. They then proceeded to train the children on a similar basis to that identified by Winter (1991) where a demonstration was given and the children had the opportunity to practice together. As one teacher remarked, the skills were gradually built up from that point. This is said to be important to show children that the Paired Reading programme they are going to embark on is a worthwhile project and that it will benefit their learning in different ways. As Paired Reading has several different components, a few tutors and tutees claimed that they found it less enjoyable to begin with, but when they were appropriately trained in and familiar with the technique, they soon became accustomed to it.

2. Furthermore, the role of the teacher is crucial in the planning and monitoring of the programme. Topping (1995) suggests that it is their role to supervise the sessions and deal with any problems as they occur. He also recommends the use of 'review meetings' to discuss issues such as possible
improvements. This was highlighted in the tutor interviews where it was stated that a helpful 'Circle Time' session was arranged which focussed on the factors surrounding Paired Reading. Although it is clear from the observations and interviews carried out that the Paired Reading sessions were very carefully monitored, there are obviously some difficulties surrounding the actual implementation, for example in ensuring positive reinforcement is sufficient, pairs are co-operating with each other, etc. Winter (1997) recognises this and admits that often when the attention of the project leader is elsewhere, participants can sometimes drift away from the instructions they were given. It is therefore impossible to monitor all the children all of the time, and it is in cases like these that the feedback sessions can prove invaluable, perhaps even on an individual basis.

3. Finally, both teachers outline the importance of ensuring that the Paired Reading programme is structured and that the participants do not simply regard it as a time-wasting activity. One factor which may affect this is regarding the location for Paired Reading. The first teacher interview demonstrates an opinion that Paired Reading is best carried out in a structured setting with the least amount of distractions possible, whereas the second teacher interview argues that Paired Reading can be done anywhere. On questioning the participants, they generally seemed content with reading in the classrooms, but added that they had little experience of another location. This may depend on the individual classes and their abilities to work in less structured settings.

Therefore, when implementing the technique in the classroom, it should be well structured and closely monitored by classteachers. Feedback sessions should also be incorporated into the programme. In addition to this, all participants should be trained appropriately, and those who provide training should have first-hand experience of the approach.

What are the main aspects to be considered when establishing reading pairs?

1. In general, all participants enjoyed working with their cross-age peers. Teachers felt that tutees took great pleasure from working with someone older than themselves whilst tutors liked having the responsibility of helping a younger person. Only one tutee would prefer to read with someone the same age whilst the other tutees felt that someone from their own class would not have the ability to help with unfamiliar words. This reinforces the work of Leland and Fitzpatrick (1994) who believe that working with a cross-age peer can increase motivation.

2. Regarding the matching of children, the teachers decided that they would choose the pairings. This was mainly because of the two to three-year reading age gap as identified by Topping (1995) and the organisers of the sponsored initiative. They therefore matched the children by ability, making exceptions for behavioural problems. They were of the opinion that this worked well and in the second interview, the teacher noted that tutors must always feel that they are helping somebody, no matter what their ability. She states that if tutors with a low reading age were paired with tutees with a high reading age, this would have a negative effect on the self-esteem of the tutors.

3. On the whole, most of the pairs worked well together. This was deemed an important factor by tutors and tutees. Needless to say, there are always exceptions. The two pairs observed to be experiencing difficulties appear to suffer from a clash of personalities. This will be inevitable in a peer-tutoring project such as this. The teacher must choose between re-selection of the pairs or to persevere as much as possible. This would probably depend on the extent to which they could or could not work together.

Tutors and tutees can be matched in a number of ways. Cross-age interaction is generally considered a high motivational factor, and teacher choice of matching partners by ability seems to work well. However, the main factor to be borne in mind is that the tutors should always feel that they are helping the tutee.

It is now necessary to consider the significance of these findings in relation to the research question posed in Chapter 3:

"What factors contribute to an effective Paired Reading programme in the classroom?"

By this stage of the investigation, it is clear that there is no one single factor which makes Paired Reading effective when implemented in the classroom. The literature has highlighted several contributory factors, and the research findings reinforce much of this information.
Although Morgan (1986) argues that Paired Reading does not conflict with other approaches to reading, it could be argued that it has many principles associated with the top-down approach (Topping, 1997). The main emphasis of Paired Reading is on reading for meaning and pleasure using motivating, exciting books which would capture the children’s interest. In addition to this, the reading is developed through the use of a supportive tutor who the tutee will learn from and model their reading on. There are however organisational aspects which may influence project effectiveness (Winter, 1991). Some of these affective factors are listed below:

- Tutees should always have free-choice of exciting, motivating, 'real' books
- Paired Reading sessions should be enjoyable and stress-free
- Teachers and tutors should be enthusiastic - tutors can occasionally choose books to maintain their interest
- All participants should be trained in the technique
- Sessions should be structured and monitored. All participants should see Paired Reading as worthwhile
- Tutors should always feel that they are helping their tutees.

It may be worth remembering at this point that this investigation was carried out in one school only, and that experiences may vary slightly in a contrasting setting.

It is considered that by focussing on the sub-questions, these influences have been examined and that the research question has therefore been answered in some detail.

**Chapter 8: Implications**

From the review of literature and the research carried out, a number of significant issues have come to light.

As McMillan and Leslie (1998) point out, Paired Reading satisfies most of the effective strategies required in teaching reading in that tutees receive one-to-one attention; feedback is positive and is instantaneous; errors are corrected immediately and without too much pressure and the programme is closely monitored by professionals. It must therefore be considered then as a beneficial method of reinforcing the basic reading instruction in school.

The use of peer-tutoring is also becoming more widely accepted and is now thought to be a 'powerful educational tool' when organised appropriately by classteachers (Topping & Whiteley, 1990). Incorporating parents into tutoring projects has already been identified as an important factor and this should be remembered when considered the contributory factors towards an effective Paired Reading programme. It could also be argued that Paired Reading can develop an interest in reading which may not always be apparent in the home environment.

Although it is stated that Paired Reading is an excellent way of providing reading practice, this does not mean that the programme should be undertaken without due consideration. The immense array of literature and extent of the findings suggest that much deliberation must first be carried out to ensure that the appropriate time and commitment will be made available to the project.

In implementing this investigation, the researcher has developed a deeper understanding of what makes an effective Paired Reading programme and knowledge of the reading process and of the various approaches to teaching reading have also been enhanced. It was also of great interest to observe the practicalities of the Paired Reading project with reference to the corresponding literature. The approach appeared much more relevant after the observations, and information gained from teachers and children have proved to be
invaluable.

The investigation has given the researcher an insight into a different approach to reinforcing reading at school, other than through the normal procedure of listening to reading groups. Personal and professional development has been refined and it is hoped that this investigation will prove beneficial to other professionals and colleagues interested in setting up a similar programme.

Chapter 9: Conclusions

In conclusion, the researcher is of the opinion that this study has been extremely worthwhile and confidence in establishing a Paired Reading programme in her own class has developed. Research skills have been extended and effective communication skills have also been required.

It is considered however, that possible improvements could have been made to enhance the research which was conducted.

Since the time allocated only allowed for a small-scale research project, it is considered that further experience in the field would have been ideal, preferably from the beginning of the programme. This would ensure that the researcher could really experience the organisation that goes into a project such as Paired Reading.

Given more time, it would have been beneficial for the researcher to spend more time with the actual participants in the programme to establish a more effective relationship. This may have allowed for more honest and open feedback. Written data, such as diaries kept by tutors and tutees, was also considered but dismissed as not applicable in the timescale.

A larger sample would also be preferable to gain a wider range of data for analysis. It would also have been beneficial to observe the implementation of Paired Reading in a different school in a contrasting setting to observe the similarities and differences between the contributory factors.

As the sample school plan to extend their Paired Reading programme to parental involvement, this study could be developed through consideration of what factors contribute to an effective Paired Reading programme involving parents. These factors could be compared to the findings of this investigation and it would prove beneficial to observe how the programme is initially established.

To conclude, the researcher has found this investigation to be both interesting and worthwhile. It is planned to use this information to ensure that the reading experiences of the children in future classes are developed to a full extent.

Appendix 1 - Paired Reading Flowchart

Appendix 4
Interview Guides

Interview Guide - Teachers

Appendix 2 - not included
Appendix 1
Paired Reading Flowchart

DUOLOG READING™

student & tutor read together

any error

tutor allows 4 seconds for self-correction

self-correction

no self-correction

tutor says word correctly

student repeats word correctly

student signals to read alone

student reads alone

tutor follows text, praises, discusses

any error

self-correction

no self-correction

student self-checks comprehension on Accelerated Reader

praise

discussion
Appendix 3
Blank Schedule

<table>
<thead>
<tr>
<th>Observation Schedule</th>
<th>Pair 1</th>
<th>Pair 2</th>
<th>Pair 3</th>
<th>Pair 4</th>
<th>Pair 5</th>
<th>Pair 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the tutee choose the book?</td>
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<td>Has the book been ‘graded’?</td>
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<td>Is the reading done in a quiet place?</td>
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<td>Do tutors simply correct or do they ask child to sound out word?</td>
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<tr>
<td>Are tutees given 4/5 seconds to correct themselves?</td>
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<td>Do tutors praise regularly?</td>
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<tr>
<td>Do they talk about pictures, text, plot, etc.</td>
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<tr>
<td>Are pairs reading together or is the tutor behind tutee?</td>
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<tr>
<td>Do tutees move on to reading alone?</td>
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</tbody>
</table>
Appendix 4
Interview Guides

Interview Guide - Teachers

1. How did you find out about Paired Reading?
2. Why did you decide to get involved in the programme?
3. What training did you receive prior to implementing the programme?
4. What kind of training did the children receive before they began doing paired reading?
5. What key points did you tell the children about paired reading before they began with regard to:
   - correction strategies
   - praise
   - timing (behind tutees)?
6. Do you think all pupils had a full understanding at the start of paired reading?
7. Do you think they have a full understanding now?
8. In your opinion do the children seem to do exactly as you instructed?
9. Have you ever tried doing paired reading anywhere else? Why do you use your classrooms as your base?
10. How were the reading pairs established? What were the reasons for this?
11. Do you think the children are more motivated to work with cross-age peers?
12. Did you come across any problems with the matching of pairs?
13. Were tutees ever given totally free choice of the reading material? If so, what happened?
14. How important do you think it is for tutees to choose the reading material?
15. Are tutors ever given the opportunity to choose a book for themselves?
16. How important is it for tutees and tutors to be interested in the programme?
17. How important is it for teachers to be enthusiastic about paired reading?
18. How effective do you think paired reading would be with other age groups?
19. What do you see as the main benefits of using paired reading with your class?
20. What are the disadvantages?
21. What in general do you think makes an effective paired reading programme?

Appendix 4 (a)

Interview Guide - Tutors

1. Do you enjoy doing paired reading?
2. How do you get along with your tutee?
3. Is there anything you would change about the way they do paired reading?
4. Do you think your tutee understands how to do paired reading?
5. Why do you think this / How do you know?
6. Are there some days when you don't really feel like doing paired reading?
7. Do you think this affects the paired reading done that day?
8. What happens if your tutor doesn't want to do paired reading?
9. What do you do to try to make your tutee interested in paired reading?
10. How do you think your teacher feels about the paired reading programme?
11. Where do you do paired reading?
12. Have you ever done paired reading anywhere else? Which did you prefer?
13. Would you enjoy paired reading more if you were doing it with another age group? Why?
14. What do you think your job is as a tutor in paired reading?
15. What information did your teacher give you about paired reading before you actually began?
16. Do you ever have the opportunity to choose a book you like in paired reading?
17. Would you like to have this chance?
18. Did you enjoy doing paired reading more at the beginning or do you enjoy it more now? Why do you think this could be?
19. Do you speak to your tutee more now after doing paired reading?
20. Has paired reading helped you in any way?
21. Would you like to do paired reading again?

Appendix 4 (b)

Interview Guide - Tutees

1. Do you enjoy doing paired reading? Why?
2. How do you get along with your tutor?
3. What do you like best about him / her?
4. Is there anything you would change about the way they do paired reading?
5. Are there any days when you don't feel like doing paired reading? What happens?
6. Do you think paired reading works better when you want to do it?
7. Are there some days where you think that your tutor doesn't want to do paired reading?
8. How does this make you feel?
9. Do you think your teacher is happy that you're doing paired reading?
10. Where do you do paired reading?
11. Have you ever done paired reading anywhere else? Which did you prefer?
12. Do you like working with the primary 7's?
13. Would you enjoy paired reading more if you were doing it with someone the same age as you? Why?
14. Do you think the tutors are reading with you or are they teaching you?
15. Does your tutor often tell you that you're doing well?
16. How does it make you feel when your tutors says words like 'Good' and 'Well Done'?
17. Do you like the books that you can choose from?
18. Do you like it better when you choose the book yourself or when your tutee chooses for you?
19. Did you enjoy paired reading more at the beginning or do you enjoy it more now? Why do you think this could be?
20. Do you speak to your tutor when you see them around school now?
21. Do you think that you're better friends with your tutor after doing paired reading?
22. Has paired reading helped you learn about anything else?
23. Would you like to do paired reading again?
### Analysis of Observation 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the tutee choose the book?</td>
<td>All 6 tutees chose their books.</td>
</tr>
<tr>
<td>Has the book been 'graded'?</td>
<td>The books are all graded, although there is some degree of flexibility.</td>
</tr>
<tr>
<td>Is the reading done in a quiet place?</td>
<td>The reading is usually carried out in the classroom - either P3 or P7. All children reading at the same time. In this case, three pairs were reading simultaneously in (a) the P3 classroom and (b) the old staffroom.</td>
</tr>
<tr>
<td>Do tutors simply correct or do they ask child to sound out word?</td>
<td>2 of the 6 pairs asked the child to sound out the word. This made the reading disjointed and somewhat strained, I felt. These tutors were often found to say &quot;Break the word up&quot;. The other four simply corrected.</td>
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<tr>
<td>Are tutees given 4/5 seconds to correct themselves?</td>
<td>Tutees were given time to correct themselves although I do not think they were given as long as 4/5 seconds.</td>
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<tr>
<td>Do tutors praise regularly?</td>
<td>Two tutors made a real effort to praise regularly. Two tutors praised occasionally with a few encouraging words used and two tutors were not heard to praise at all.</td>
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<tr>
<td>Question</td>
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<tr>
<td>Do they talk about pictures, text, plot, etc.</td>
<td>All tutors discussed the book prior to and during reading.</td>
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<tr>
<td>Are pairs reading together or is the tutor behind tutee?</td>
<td>All 6 tutors were slightly behind the tutee so the emphasis was very much on the tutee to read. The tutor would wait for the tutee to say the word before he/she would join in.</td>
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<tr>
<td>Do tutees move on to reading alone?</td>
<td>Only 2 tutees were seen to move on to reading alone. The other 4 seemed quite content to continue reading together.</td>
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<tr>
<td>Can the tutee change the book during reading?</td>
<td>All sets of pairs said that the tutee can change the book during reading.</td>
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<tr>
<td>Is it always the tutee who chooses the book or can tutors choose?</td>
<td>It is always the tutee who chooses the book, unless in the circumstance that tutees choose a book which is not suitable in which case the tutor would recommend another book for the benefit of the tutee.</td>
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The tables of results can be seen below:

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<thead>
<tr>
<th>Question</th>
<th>Observation</th>
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<tr>
<td>Did the tutee choose the book?</td>
<td>All 6 tutees chose their books.</td>
</tr>
<tr>
<td>Has the book been 'graded'?</td>
<td>The books are all graded, although there is some degree of flexibility.</td>
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<tr>
<td>Is the reading done in a quiet place?</td>
<td>The reading is usually carried out in the classroom - either P3 or P7. All children reading at same time.</td>
</tr>
<tr>
<td>Do tutors simply correct or do they ask child to sound out word?</td>
<td>1 tutor simply corrected while the other five were found to say &quot;Sound it out&quot; or &quot;Take it in bits&quot;.</td>
</tr>
<tr>
<td>Are tutees given 4/5 seconds to correct themselves?</td>
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Are pairs reading together or is the tutor behind the tutee?

- All 6 tutors were slightly behind the tutee so the emphasis was very much on the tutee to read. The tutor would wait for the tutee to say the word before he/she would join in.

Do tutees move on to reading alone?

- None of the tutees moved on to reading alone.

Can the tutee change the book during reading?

- All sets of pairs said that the tutee can change the book during reading.

Is it always the tutee who chooses the book or can tutors choose?

- It is always the tutee who chooses the book, unless in the circumstance that tutees choose a book which is not suitable in which case the tutor would recommend another book for the benefit of the tutee.

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<th>Pair 1</th>
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<th>Pair 3</th>
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<tr>
<td>Did the tutee choose the book?</td>
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<td>Has the book been ‘graded’?</td>
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<td>Is the reading done in a quiet place?</td>
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<tr>
<td>Do tutors simply correct or do they ask child to sound out word?</td>
<td>correct</td>
<td>sound out</td>
<td>sound out</td>
<td>take it in bits</td>
<td>sound it out</td>
<td>sound it out</td>
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<tr>
<td>Are tutees given 4/5 seconds to correct themselves?</td>
<td>✓ (not that long)</td>
<td>✓ (not that long)</td>
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<tr>
<td>Do tutors praise regularly?</td>
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Appendix 7
Teacher Interviews

Key to Colour Coding in Transcripts:

Adherence to Paired Reading guidelines
Interest of participants in the programme
Preparation and organisation of Paired Reading
Pairing of participants

Interview with Teacher 1 — P3 Teacher

R: How did you find out about Paired Reading?

T: We got sent on a course. Our head teacher sent six of us on a course - our primary 3 and primary 6 teachers last year. BP started an initiative and they opened it to anyone who was interested. Our head teacher was, so he asked us to go on it, and then he followed it up.

R: Were all the schools in Aberdeen asked to be involved?

T: No, there were three from our ASG, I think it was _______ and __________. There were three out of our ASG and there were another three schools, there were six schools that went on it. I don't know how they were picked, we were just informed that we were one of the chosen if we wanted to go.

R: So, why did you decide to get involved?

T: Basically, we were asked if we would be interested and to begin with it was actually "You are Primary 3, so you will go." and then it was up to us if we decided to do it in our classes. It was the Head Teacher who basically decided that we would try this for a few months anyway and if we wanted to continue after that it was up to the individual teachers, but Heather and I both continued with it because it was working well.

R: Did it have to be with P3's and P6's?
T: That was who they decided. BP decided the initial project would start with primary three's and sixes but I know some schools did it with twos and fives but when the note originally came round, it was for primary three and primary six teachers. That's why we went and that's why it was started there. They felt that the primary 2's might be too young for it and that maybe the primary 5's again wouldn't have the maturity to continue and they wanted a three year reading age gap. Well that's what they tried because they take the top in your class and the top in the primary 6 class and sort of follow on from there.

R: Was that from the research carried out in Holland?

T: Yes, it was piloted in Holland and they took the best bits from the Holland project to implement in this project.

R: So what training did you receive prior to the project?

T: We'd two days in-service by BP. First was the theory behind it and then we got to try it out and then we went away and did it for six weeks. Then, we'd a second in-service day where we got to discuss what the problems were and what we thought we needed. They also gave us more materials like bookmarks, and stickers and things like that for the children.

R: What kind of problems did you come up with when you were on the training?

T: Well, we found it difficult if some of the children were off. We ended up with spare children and if the class sizes didn't exactly match the other children. We had extras in Primary 6 last year and we used them to be record-keepers. They kept a record of what everybody was reading, they went round and worked on that. Also, a lot of people said that since the programme started in November, that was the time when everybody was off ill and even the teachers had been off so it was supply teachers trying to do it. It was quite awkward but we found, even if ______ and myself were off, the children were able to continue it themselves without teacher support because they had had so much support to begin with. So that was what a lot of people raised. Also, that if you're pairing the bottom reader in P6 with the bottom reader in P3, often they can be children with behavioural problems (they were in our school). So we put one of my bottom readers with one of the top readers in Primary 6 because she was the only person we thought could cope with this one boy's behaviour. We felt that if we put him with some of the poorer readers who lacked confidence themselves, they wouldn't be able to control him. Also, some other schools had tried to do it with the bottom in both classes and found that the 6's had found it really difficult to control the 3's who were out of control.

R: And what kind of training did the children receive before they started?

T: ______ and I had both groups of children together and we explained what we were going to be doing and showed them a short video. Then ______ and I did paired reading, ______ was the P3 and I was the P6. Then we split into two groups, each group with some 6's and some 3's. First of all, they got to know their partner because we'd partnered them already. ______ and I sorted out who they'd be working with first and then they got to know their partner and started reading. Then what we'd do is we'd walk round and if somebody was doing something right then we'd stop and they would demonstrate their reading to everyone else. After about three or four weeks everybody was doing the right thing so we had to monitor them but by then you needed less and less teacher input because they were getting on with it and doing the right thing. To begin with they were reading so many books in a session. They were just reading one book ...
go... reading another book, so we had to slow them down to get them to think about the story and things. It was just really the 6's who needed trained on what to ask, so as the children were doing the programme we were training them at the same time as well as the initial training session.

R: What kind of key points did you tell the children about the programme regarding correction, praise, etc.?

T: Well first of all we said that it all had to be very positive, to the 6's especially. ________ spent a lot of time explaining to the 6's that they couldn't say "That was rubbish" to the primary 3's or say "That was wrong" and they had to be patient. The 3's didn't need an awful lot of training because it was the 6's who were sort of leading it. But the 6's also had to be trained where to look for questions, to talk about what happens next, prediction, to look at pictures, characters and things like that so they had lists up on the wall for ideas that they could glance at. There were big posters we made up for the first year so that when they were reading they could glance up at the wall if they were stuck for a question which helped. BP suggested you put something in the middle of your table that you looked at, but we thought you would spend too much time focussing on the bit of paper rather than the books. So we just had them up on the classroom wall so the children could look at them if they needed to. After a few weeks though, they were getting quite good at picking things up.

R: Do you think all the pupils had a full understanding when they started?

T: Not really, no. We used a buddy system in school where you paired up with another class in school that was older than you and it was like a play kind of time and to begin with a few of them thought it was like that. They kept thinking if they read their book they would get to choose. What we did with the buddies was that they would take their reading book, read it with their buddy class, then they get to choose so a lot of them to begin with saw it as that. They thought buddies had come back and they were wanting to play in the sand. But it must've taken them about a month to get settled, and that would have been when ________ and I got to sit back and watch it happen rather than being with the children all the time and having to speak. If they were managing to read on their own we didn't want to interrupt them so it took a while.

R: Do you think they all have a full understanding now?

T: Yes. I think once they've done it for a few months they understand. You also notice when you're doing your reading groups that they'll ask you questions, or they'll say "I think this is going to happen next" whereas before it was "We've read up to page 13, let's put our books away and get our reading records". But now they talk about it more and they ask each other questions and they also help each other sound out words and suggest that they cover half the word and things, so they're using the skills in their actual reading as well.

R: Do the children do exactly as you instructed or have you had to say to them "Remember to do this..."?

T: Sometimes you find that they've forgotten to ask a lot of questions. I think sometimes if the 6's are bored with a book they don't ask many questions. Sometimes you have to say "Have you talked about this?" and they're like "Forgot to do that" but 90% of the time they're not bad. You've got to remember though that they are still... they're not teachers, they're still children so they have got to be kept on task the whole time. It's got to be quite closely monitored and there are sessions where I've seen myself leaving the children to it because it's going really well and I get on with something else. There's other times when I'm quite involved with the groups because they're not as settled. You can tell when they're settled. If they're settled there's not too much noise in the classroom. It's all the same voices and things like that, the same
level of noise. But when they're not very settled, they're getting out of their seats the whole and you need to put more input in then. It really depends how the children are getting on.

R: Have you ever tried doing paired reading anywhere else?

T: No, just at Woodside.

R: What about in a different area, say with big comfy cushions...?

T: We don't have the auxiliary help to do that because you're not allowed children out of your sight in school. They can't just be sent somewhere on their own and we don't really have enough auxiliary support to help the children. When _____ and I videoed the children for going to this conference in Edinburgh we thought it would look really nice if they sat in my reading corner and did their reading. But that's when we noticed that the book would flop open and nobody knew who would hold it and it just wasn't as good. But when they got to their table between the two of them, it's in the centre. When they sat on the floor it was the Primary 6's who were holding the books and they were sometimes too far away from the 3's and it just really didn't work so we've always kept the tables and it seems to calm them down a bit more as well.

R: How were the reading pairs established?

T: We both sat with our reading groups and basically top-to-top, apart from as I say, if there were any behavioural issues that we thought about. This year we've basically done top-to-top all the way down.

R: So what's the thinking behind that?

T: Well there should be about a 3 year reading gap in between the children that are reading together to get the most advantage out of it. So the top child in my class should be roughly three years away from the top child in the other class so that's what the thinking is. It doesn't work exactly but it should work and it's not bad.

R: Do you think your children are motivated to work with their cross-age peers?

T: Yes, they love working with them, they really enjoy it. They get angry if there's no paired reading that week. They really enjoy it and you see them out in the playground together as well. The 6's look out for the 3's.

R: Were tutees ever given totally free-choice of the reading material or have their books always been graded?

T: No, I mean although the books were graded, we would never stop anybody taking it out of a different box. But what we said to the 6's was to look out if the book was far too difficult and they were having to do most of the reading, they could suggest that maybe they went and chose another book. Although the books were graded, and we suggested boxes, books get muddled around into the wrong boxes and also they were allowed to go into the reading corner and take any books out they wanted, or take things in from home. So the 6's just had to look out if something was too difficult but they never said "That's too difficult, put it away." The 6's were meant to discuss it with them.
R: How important do you think it is for the tutees to choose the reading material?

T: Really important, because if they're not enjoying the book, they're going to get bored very easily. We found after a while that the tutees were letting the tutors choose a book every so often saying "Why don't you choose a book today?" so that they could choose something they were interested in. The friendship builds up and then they want to please their partners. They don't want the tutor to be bored every week so it was really good. It worked well.

R: How important is it for the tutees and tutors to be interested in the programme, do you think?

T: Very important, because we've noticed the 7's getting bored this year. It hasn't been as good. They make a bit of a face when they come in and they haven't got the enthusiasm they had last year. The 3's are going to get bored pretty soon if they get that sort of reaction because last year the 6's would come in and they were so enthusiastic. It was really good. They were okay to begin with this term, but they seem to be getting a bit bored now. You see them making a bit of a face.

R: What about the teacher's enthusiasm? Do you think that's important as well?

T: Yes, because there were some teachers last year who weren't interested in it. They felt it was taking too much out of their timetable to focus on just reading, and they haven't carried on doing it. They kept making the time shorter and shorter. If you're not enthusiastic about doing it then there's no point. You see it as a waste of time and it just doesn't work. The teacher's really got to be enthusiastic in it or there's no point at all.

R: How effective do you think paired reading would be with other age groups? Do you think P3 and P6 is the best?

T: 3 and 6 works really well. I think maybe 2 might work okay but it would depend on the P5 class. They would have to be quite a mature class. If you had immature P5's with maybe poor reading ability, I think it wouldn't work very well because they wouldn't be able to have the maturity to ask the correct questions and things like that. By P6 they've really got it. I think it would also work with P4's and P7's if they haven't done it before. I think P2's and P5's could be a bit difficult, especially the length of task. Sitting for half an hour for a P2 is very difficult so for them to be able to do that twice a week, which is what's suggested, could be really hard for them.

R: Do you think P3 is a good developmental age as well?

T: Well they said that a lot of P3's could already read and they were starting to switch off because they thought they knew they could read. There was no longer the challenge of "Can I read this book?". They could read the book and they thought "I'm bored with reading books in school" and they weren't reading at home. So it was a case of trying to get them interested in non-fiction text, stories, novels and things you can't always do in a reading group. A lot of children weren't reading at home at all. Even just reading magazines or things, anything with words in it just to sort of increase their knowledge about texts.

R: What do you see as the main benefits of using paired reading in your class?
I've seen a big increase in their reading ability. They've really come on since they started it. They've moved up a few levels very quickly and I think this class has come on a lot further. I saw some of the class coming on quite well last year, the times they were doing it, but because we started it later this year, I can see that this class have really moved on. I think it's made a big difference to them and the parents seem to think so too, that we've spoken to. They all seem to see a big difference in their reading.

What are the disadvantages?

It's quite a lot of time that you're timetabled really. It's two twenty-minute sessions which ends up being half an hour by the time you move to and from classes, so that's an hour. When you've only got a short input day as it is, finish at quarter to three, it is quite a bit out of it. You've still got to get your reading groups, get everything else in, so it does take a chunk out of your language. You've got to think you've still to do your written language so you're spending quite a lot of your time reading. But it's just got to come out of your flexibility time. You may need to cut down a bit of your project, but I think it's more of an advantage being able to read fluently. To begin with we did it three times a week - I just couldn't fit it into my timetable. I didn't have time to do anything else. It was just far too much so we had to cut it down to twice a week. There was just no time to do anything else really.

So what in general do you think makes an effective paired reading programme?

I think it needs to be structured. I don't think you could just say "Read with a partner". I think the tutors need to be trained instead of just saying "You read it together" because if the tutors don't know the theory behind it, how it should be taught, it wouldn't have much structure to it and I don't think you would get the same benefits. I think you really need the tutors to have the information, to have the training, so that they know what they're doing. Otherwise, you would get the P6's maybe just thinking "Oh, I'm just getting a skive for half an hour" and sitting with a book and the P3's again thinking it was just a chatting time. They've got to realise it's part of the curriculum. It's something they're doing which if the tutors don't know what they're doing, it's just not going to work.

Interview with Teacher 2 - P7 Teacher

Why did you decide to get involved in Paired Reading?

I suppose they sold it really well to us. We saw the BP tape and the guy from Dundee, Keith Topping sold it really well. They told us how to find out about it. He told us about people in Holland who had done it. They'd been doing it there for a number of years, and he showed us evidence that they'd raised reading standards in children, so we thought we would give it a try. Initially we were just doing it for a term. We were going to start it in January and just do it for the term, but it proved so successful with our children that we thought we'd just keep it going for a while. I intended that my P7's carry it on with the now 4's that ______ had last year as 3's, because they built up a rapport with these kids over the year. They got a bit watchful for them and looked after them in the playground. They really improved their social skills as well in their attitude to young children.

So why did you decide to go the P3's then?

Well that was organised between ______ and ______. It was just decided that the P7's would carry it on with the P3's and then maybe once they'd done it, train another class later on.
What training did you receive prior to the programme?

Just hearing about it from Keith Topping, and watching the BP video and bits of practice on our own.

Where did you go to hear this from Keith Topping? Was it out of school?

Oh, it was out of school. They hired a room in a hotel somewhere.

So what about the children, what kind of training did they receive before they started?

Well ____ and I trained the classes we had, and we gave them a demo. We showed them bits of the tape. We didn't show them the whole tape, just bits of the tape. We explained what it was all about and then we gave them demonstrations. We sat and did it ourselves to let them see, and gradually built it up. We had them just reading first of all and then we explained about the tapping and the stopping and just gradually built it up. They picked it up very quickly within three weeks. Three turns of doing it and they were really quite adept at it.

What kind of key points did you tell the children about paired reading?

Lots of praise. We got some literature on the sort of things we should be encouraging, but it came naturally. It was the natural thing to do, you know, and children did it quite naturally praising "That was good.", "That was well read." etc.; lots of comments; not to do the reading for them - always just to be maybe half a word behind, not actually reading it together. The tutor is actually maybe holding the word back, letting the tutee say the word, unless they're stuck and then give them a bit of prompting, breaking it into syllables and sounding out - various strategies for word attack skills.

How did the children get on when they first started? For example were they more confident say after three weeks?

Sooner than that, because we were doing it twice a week. We were doing it twice or three times a week to begin with, I think it was twice a week. But very, very quickly, even the poorer readers in my class got the hang of what they were doing.

And do you think they understand it now?

Oh, I think so. From the comments they wrote, when they took it to Edinburgh. We took along the stuff you've seen, the album and the folder of children's comments. Everybody was invited to write something about it and from those comments and chatting to them, there was a great boost in their self-esteem for a start and there a definite realisation that this was going to help their reading. The very fact that it encouraged them just to get books out willingly without moaning and groaning was a bonus because if you can encourage kids to go and take out books and become interested and books, and look at books rather than think of the book as a chore... to look at it and see what the book is all about. They learned a lot of that.
Have you ever tried doing paired reading anywhere else or has it always been in the classrooms?

T: We did a circle time but that was about paired reading. It wasn't actually with books. No, that was about paired reading, thoughts about it. When ____ made the film she took some of them outside and there was some sitting on the fence and some in the field. She found traffic noise was a bit of a problem with that, from the point of view of getting a decent film made but it didn't distract the children at all. They were quite happy reading sitting wherever they were.

R: I wondered if they needed a structured place to do it, say with a table...?

T: No, not necessarily. On a nice day in the playground it would be a lovely thing to do.

R: So, how were the reading pairs established? How did you decide who went with who?

T: Well the first time we did it we paired like with...no, we didn't pair like with like. Well it was sort of. The better readers in my class took on the better readers in ____'s class with a few exceptions. If there were one or two children with behavioural problems, they were given to ... in most cases if they have behavioural problems they have learning problems as well. We gave them to children in my class who were very good, very bright, but good with children as well. That was the main feature. ____ had ______. He had behavioural problems. We gave him to ____ who was absolutely superb with him. There were times when _____ got a bit down and thought that she wasn't managing him and we had to point out to her that, you know, even adults in the staff had problems managing ______ and that she was really doing very, very well with him.

R: It doesn't seem to have put her off?

T: No. So this time we gave her someone who was really good and bright and keen to learn to let her know that there are other people.

R: Do you think that the children are motivated to work with the younger children?

T: Yes, I think so. The first lot of 3's sort of latched on to their tutors. We still tended to call them buddies, although they were tutors and tutees. We had a buddy system previously and it was difficult to get out of the habit of using the word 'buddies'. But they did look up to them and they praised them and drew pictures for them. They looked for them in the playground and they told other people in the playground "That's my buddy over there". They really formed strong bonds with each other.

R: Did you come across any other problems when matching the pairs, behavioural problems, etc.?

T: We actually did it quite well the first time. There were very few problems the first time.

R: Did you find it best matching like with like? Would you recommend it?

T: Yes, for the most part. I had two or three really poor readers in the class and it would have been hopeless
trying to pair them up with good readers in ______'s because they would have been totally embarrassed and it would have knocked their self-esteem for six. So they had the feeling that, poor as they were, they still had the feeling that they were helping somebody.

R:
Were tutees ever given totally free-choice of the reading material or have their books always been graded?

T: 
It's fairly flexible. The older ones, the tutors, were advised on being very careful in vetting the books without it being obvious that they were doing it. So if a wee one picked a book that was obviously way over his head, they could maybe have a look at the cover, talk about the pictures and get inside it. Once they get inside it they could very subtly or tactfully say "I think this book might be too difficult. Shall we go and look for another one?". Sometimes they went with them to choose a book and sometimes they got to choose on their own. Brighter ones were allowed to come away from the paired reading books altogether and just choose anything in the classroom, from the bookshelf, or from the library that they fancied. Some of them wanted to read an encyclopaedia so that was fine, and the tutor would know if the child was up to it.

R: 
Do you think it's important for the tutees to choose the reading materials themselves?

T: 
Very important. Let them choose the book, ask them why they chose it - was it the picture or the colours or the writing or whatever it was. There was a lot of discussion before ever opening a book. To begin with it was a case of opening the book and let's read it. But as the seniors built up their confidence, this improved.

R: 
How important do you think it is for the children to be interested in paired reading?

T: 
Very important. I've seen one or two of mine getting a wee bit jaded with it. I think this is their second year doing it and they're happy enough to continue with it but they are getting a wee bit jaded, one or two of them, so I think it's probably time. The rest of them I think are, most of them are doing it just to be polite. They don't want to say they're not doing it. I think it's been long enough for them.

R: 
So is that them finished it now?

T: 
I would think so, yes. Apart from you being in, we haven't done it at all the last couple of weeks. We've just stopped it.

R: 
What about teachers? How important is it for them to be enthusiastic?

T: 
I think it is very important. There have been members of staff who weren't that keen and it didn't take off as well. You have to be willing to give up the time, re-arrange your timetable to fit it in and integrate it into your forward plans as part of you language work.

R: 
How time consuming is it? Does it take up a lot of your time?

T: 
Well, initially we were doing three sessions of twenty minutes in a week and it's not such a big deal in the upper stages because I put it into my forward plan. It was planned as part of my language. With the little
ones having a shorter day it was more difficult to fit in and to justify it.

R: How effective do you think paired reading would be with other age groups?

T: The reason why 3 and 6 were chosen was that it was just before testing times. Originally children were tested in primary 4 and primary 7, and it would have hopefully boosted their ability to achieve. We had buddies before and that was across the age groups and we tried to have a two, if not three, year age gap between classes that were buddied up and that worked perfectly well. The thing about the buddy system that we had was that it wasn't as strictly monitored and planned as paired reading has been, but effective enough in as much as it encouraged reading. It changed children's attitudes to books, and made children want to go for books.

R: What do you see as the main benefits of using paired reading in your class?

T: Well, the people in Dundee University sent us reading tests which we applied before we started paired reading and then again after we had done a term, and they marked them. We just did the tests and sent them off and they marked them, and again the same with the second lot and they sent us back the scores and there were marked improvements. Now, whether these improvements would have occurred naturally, or whether they had been as a result of paired reading there was no way of telling, and they've not as far as I'm aware of, been able to give us any more than that. It's also done a lot for the primary 6/7's giving them the responsibility of looking after children. As I said, they mingle in the playground and they get pictures from their buddies. When there's a wet playtime or a wet lunchtime and the 7's have to go to monitor classes then they invariably come back with stories of "My buddy gave me a picture" or "My buddy gave me some of her crisps". There's still a lot of that goes on. And again, just the attitude to books - improving the children's attitudes to books and they way they look at books and not just think of it as a chore which has to be done.

R: What are the disadvantages?

T: I haven't come across any so far.

R: What about the timing?

T: I didn't find it a disadvantage. I just timetabled it and it was planned into our forward planning as part of our language curriculum. So I didn't find the timing a problem at all.

R: So what do you think makes an effective paired reading programme?

T: For it to be effective it has to be timetabled. The timing of it is crucial. You have to timetable it and plan for it. Be aware and ready for it at each occasion and not forgetting the paired reading when you are doing something else. That's easily done too because the children latch on to timetables and doing things as a habit very quickly, so they think "We've got paired reading this afternoon. Do we go along to room 10 or are they coming to us?", questions like that. Just being prepared, being well planned and being enthusiastic and buoying the children up. Publicising it, you know, putting up posters and pictures and what have you in the classroom.
Interview with Tutor 1

R:
Do you enjoy doing Paired Reading?

T:
Well, sometimes I do, sometimes I don't. It just depends on what mood you're in.

R:
How do you get along with your tutee?

T:
Good, yeah. He's nice.

R:
Is there anything you'd change about the way he does Paired Reading?

T:
Erm... no. He's a good reader.

R:
Do you think he understands how to do Paired Reading?

T:
Yeah, but sometimes the books... He'll say the words but he's not very sure on them and he's not very sure about the tapping.
R: Are there some days when you don't really feel like doing Paired Reading?

T: Yeah, sometimes you just can't be bothered. You just want to get on with your work so you get to choose.

R: Do you think that affects the Paired Reading done that day, if you're not really in the mood?

T: No, if I'm not in the mood then it's not fair on my buddy so I still try.

R: What do you do to try to make your tutee more interested in Paired Reading?

T: Well, sometimes he finds it boring, but if you like laugh at the books and joke about them then he does start to enjoy them more. He'll start to joke as well and it's more fun.

R: How do you think your teacher feels about Paired Reading?

T: Yeah, she likes it. I think so.

R: Has she done it before?

T: Well, last year she started it.

R: Was that with your class as well?

T: Yeah and with the other class, but not the same class as just now. It was Primary 3 and Primary 6.

R: So why did you keep doing it this year?

T: Because we enjoy it. Well, I enjoy it. I'm not sure about some people. I think they're not so keen, but I like it.

R: Where do you do Paired Reading?

T: Well, you can either do it in our classroom and the buddies come along, half the buddies come along and half of our class go down. We swap over every week.

R: Have you ever tried doing paired reading anywhere else?

T: Erm... we've done it in Circle Time once. We had a class Circle Time to help us do it and em... we just have fun.
R: Where did you like doing it best? In the classroom or in Circle Time?

T: The Circle Time was good.

R: How did you do it in Circle Time?

T: The buddies came along. It was more or less like talking about it but we did do a bit of reading.

R: Would you like doing Paired Reading more if you did it with another age group?

T: I think Primary 3 is a good age.

R: Do you think the Primary 3's like doing it with the Primary 7's?

T: It depends if they get on okay. My buddy does...Well I think he does!

R: What do you think your job is as a tutor in Paired Reading?

T: To help the buddy read and to get him interested in reading and just to basically...Outside as well.

R: What information did your teacher give you about Paired Reading before you started?

T: Well before we started, we had a week of training which was seeing a video of showing you how it's done and telling us about the tapping and telling us where to speak before we read. And about reading after they read so if they say "Snake" you say "Snake" like a second behind.

R: Did your teacher tell you that or was that on the video?

T: The teacher told us that and the teacher told us everything that we saw on the video.

R: Do you ever get the chance to choose a book that you want?

T: No. You could say "Do you want to read that one?" but if they don't want to do it you can't force them into doing it. It's got to be his choice.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: I enjoyed it more at the beginning but now the novelty's wearing off.
What about your tutee? Do you speak to him more now after doing Paired Reading?

T: Yeah, definitely. I see him outside school like out in the playground. If he's got no-one to play with I'll go and play with him.

R: That's good. Did that not happen before Paired Reading?

T: No.

R: Do you think Paired Reading has helped you or has it just helped your tutee?

T: It's not helped me much but it has helped my buddy. You do learn from the books like about insects but not the children's books - they're too young.

R: Would you like to do Paired Reading again?

T: No... not a third year of it. It's good but after the first year it's okay but now we're doing it another year and it's getting a bit boring.

Interview with Tutor 2

R: Do you enjoy doing Paired Reading?

T: Yeah definitely. It think it depends if you and your buddy is getting on fine, I think you'd enjoy it more.

R: How do you get along with your tutee?

T: Fine yeah. It's good.

R: Is there anything you'd change about the way you do Paired Reading?

T: I would do it as more of a group.

R: How many people would you have in that group?

T: Five or four I think. Then everyone's learning and doing it together.

R: Do you think your tutee understands how to do Paired Reading?
Yeah. It does take some time because of the different things and you gradually phase things in - the different strategies of doing it. I think he does after a while.

Are there some days when you don't really feel like doing Paired Reading?

Honestly? Yeah there is.

Do you think that affects the Paired Reading done that day, if you're not really in the mood?

I think you've still got to try.

What happens if your tutee doesn't want to do Paired Reading?

I wouldn't make him but I would try and make it more enjoyable. It's not a case of just reading, it's about learning and getting on with people and things like that.

So, what would you do to try to make your tutee more interested in Paired Reading?

Well I wouldn't have so much of the reading. I wouldn't just go straight into the book and keep the reading going. I would have a chat basically based on the book.

How do you think your teacher feels about Paired Reading?

Well it was supposed to have been stopped after Christmas but we carried it on because we thought most people were getting on fine. The teacher...I think that was one of the reasons because both of them thought that it was working well.

Where do you do Paired Reading?

Well, just in the class. We take turns in which class comes over. There's two different groups. Each class is split up so you've got your buddy, your tutee sorry, and sometimes one group will go over to the other class and the other group will stay. You just swap about and it's different books I think in the different classrooms.

Have you ever tried doing paired reading anywhere else?

It's normally just been in the classroom. Not that I can recall, anyway.

Do you think you would like to do it in a more comfortable area say with big chairs?


It's hard to say because we've never done that.

R: Would you like doing Paired Reading more if you did it with another age group?

T: Yeah I think that would be even better because you can see the difference and once you've got to know somebody and you're getting on fine it's good. Actually, no. I think P3 is an age where most of their reading is there to be developed. There's the chance that you can improve it and work on it. I think P3 is a good age.

R: What do you think your job is as a tutor in Paired Reading?

T: It's kind of...not a role model, but something like that. They've got to look up to someone as a reader. Getting along with them, and obviously their reading. That's the main point in it. I think it's having someone older than them.

R: What information did your teacher give you about Paired Reading before you started?

T: Well we started when we were in Primary 6 with a primary 3 class again I think it was. First of all you start off with your tutor [tutee] and as they're reading hopefully good, you can try...not just books but different styles of reading. Letting them do it on their own and helping them. So first of all we were learned the basics. Then, as time went on and they were improving, when we felt, not just when the teacher felt, the tutor [tutee] was coming on we were told about when to introduce Paired Reading.

R: Did your teacher give you any key points that you had to remember?

T: Discussion I would say is important because you don't just go into a book and start reading. Then no-one would really enjoy it. I think it's important to get along with your buddy, the reading factor, ...

R: Do you ever get the chance to choose a book that you want?

T: We both kind of choose it but I think he knows his own standards and I know he'll go for that level and I can push him on to harder books and stuff so it's kind of a 50/50 thing.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: I enjoy it more now than I did at the beginning because you've got to know your buddy - you know what kind of reading they can do, how they're going to manage. I would say now more than before.

R: Do you speak to him more now after doing Paired Reading?

T: Yeah, definitely

R: When do you see him and speak to him?
T: Just out in the playground and stuff like that.

R: Do you think Paired Reading has helped you in any way?

T: It's helped me with getting on with the younger person and having the responsibility of helping them.

R: Would you like to do Paired Reading again?

T: That's hard. Yeah, I think so. It's okay once you know what you're doing.

Interview with Tutor 3

R: Do you enjoy doing Paired Reading?

T: It depends. I think it's a bit boring now but it's okay.

R: How do you get along with your tutee?

T: Really well. I've known him for a while and I see a big difference in him.

R: Is there anything you'd change about the way he does Paired Reading?

T: I don't think so.

R: Do you think your tutee understands how to do Paired Reading?

T: I'm not sure. I mean he seems to be okay at it. He forgets about the tapping sometimes.

R: Are there some days when you don't really feel like doing Paired Reading?

T: Yes, especially lately. But once you get started it's okay.

R: Do you think that affects the Paired Reading done that day, if you're not really in the mood?

T: Yes.
R: Why do you think that?

T: I don't know. If the tutor's not up to it then they put less effort into it.

R: What happens if your tutee doesn't want to do Paired Reading?

T: You'd tell the teacher. They have to do it. But he enjoys doing it.

R: So, what would you do to try to make your tutee more interested in Paired Reading?

T: Well you'd look at the pictures more and he likes the kind of book where you try to find the person who's hiding and stuff like that.

R: How do you think your teacher feels about Paired Reading?

T: I'm not sure. I think she thinks it's going well.

R: Where do you do Paired Reading?

T: Well we take it in turns. We've got two groups and we do it in the different rooms. We split up into two groups and we swap over every two weeks.

R: Have you ever tried doing paired reading anywhere else?

T: We did it in the library but that was last year when we were just learning.

R: Do you think you would like to do it anywhere else?

T: I don't mind.

R: Would you like doing Paired Reading more if you did it with another age group?

T: I don't know. I think Primary 3 is a good age because they're quite mature to know what the book is about. I think any younger and they wouldn't understand.

R: What do you think your job is as a tutor in Paired Reading?

T: Well to help the Primary 3's pick the book and to make sure they're understanding the words.

R:
What information did your teacher give you about Paired Reading before you started?

T: Well we watched a video of people doing Paired Reading and it showed you people doing it wrong. There was an older girl, a Primary 6 and she was helping a younger boy. But when the boy got a word wrong she just jumped right in and told him the word. They also told us about the tapping.

R: Did your teacher give you any key points that you had to remember?

T: Just that when you're working with the young ones you can't expect them to know all the words straight away.

R: Do you ever get the chance to choose a book that you want?

T: Well you can pick it up and say "Let's try this book" and it he says "No." then you can't make him. We'll have a look at it and I know what he can manage.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: Beginning.

R: Why do you think that is?

T: I think you just get bored because we're doing it twice a week. At the beginning you didn't get so tired.

R: Do you speak to your tutee more now after doing Paired Reading?

T: Yeah. I like Paired Reading because it gives you the chance to meet the different age groups.

R: Do you think Paired Reading has helped you in any way?

T: I think it's helped me as well. Normally I wouldn't pick up a book in a week but with Paired Reading you do it more.

R: Do you think you read more at home now?

T: Uh-huh.

R: Would you like to do Paired Reading again?

T: I wouldn't mind doing it but if I had a choice, I would say no.
Interview with Tutor 4

R: Do you enjoy doing Paired Reading?

T: It depends. Some days the buddy will want to read and some days they won't so, yes and no.

R: How do you get along with your tutee?

T: Fine. Usually okay.

R: Is there anything you’d change about the way he does Paired Reading?

T: No, not really.

R: Do you think your tutee understands how to do Paired Reading?

T: Well, I think so yeah.

R: Why do you think that?

T: Well he's always tapping on the book and discussing the cover and stuff.

R: Are there some days when you don't really feel like doing Paired Reading?

T: Yes. Quite a lot.

R: Do you think that affects the Paired Reading done that day, if you're not really in the mood?

T: Well, if I'm annoyed with myself or something, I'll still try because there's no point taking it out on the book, is there? So no, not really.

R: What happens if your tutee doesn't want to do Paired Reading?

T: I haven't had problem with him yet, but I think he'd still do it.

R: So, what would you do to try to make your tutee more interested in Paired Reading?
T: Talk about the book and ask him questions. Stuff like that.

R: How do you think your teacher feels about Paired Reading?

T: Yeah, good. She enjoys it.

R: Where do you do Paired Reading?

T: Either our room or the other room. We swap over after two weeks.

R: Have you ever tried doing paired reading anywhere else?

T: I think it's just been in the rooms.

R: Would you like doing Paired Reading more if you did it with another age group?

T: Well, probably slightly younger because if they can't read before and by the end of the Paired Reading session, they can read it gives you a sense of pride. I think I'd prefer to do it with a younger age. Maybe a P2.

R: What do you think your job is as a tutor in Paired Reading?

T: To help them and help them on difficult words so they can maybe get through life.

R: Do you ever get the chance to choose a book that you want?

T: It's normally the tutee's choice. There's no point making him read things he doesn't want to read.

R: Why would you not do that?

T: Well, I don't think it would be fair on him. I would like the chance to choose sometimes then maybe I wouldn't get bored.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: I probably enjoy it more now because when we started I wasn't sure what to do and it was really boring but once the teachers tell you what to do, you get more into it. It's more enjoyable.

R: Do you speak to your tutee more now after doing Paired Reading?
Interview with Tutor 5

R:
Do you enjoy doing Paired Reading?
T:
Yeah, I do.

R:
How do you get along with your tutee?
T:
Quite well, not really well. She doesn't seem to believe me when I tell her something.

R:
Is there anything you'd change about the way she does Paired Reading?
T:
Yeah. She's not confident. She doesn't like reading that much. I do notice wee bit of a difference in her reading now though.

R:
Did you have a different tutee when you were in Primary 6?
T:
Yes.

R:
Did you enjoy Paired Reading more then?
T:
Yeah, it was a boy. He was quite good.

R:
Do you prefer to do Paired Reading with a boy, or a girl?
T:
I don't mind.
R:
Do you think your tutee understands how to do Paired Reading?

T:
No I don't think so because she doesn't talk about the book. She always chooses the same book over and over again. She likes it though.

R:
Does she tap on the table when she wants to read herself?

T:
No, I've been telling her to do that for a long time but she still doesn't do it.

R:
Why do you think she might not do it?

T:
I don't think she likes working with me. I don't think she likes working with a boy.

R:
Are there some days when you don't really feel like doing Paired Reading?

T:
Yes. Quite a lot.

R:
Are there more now than there used to be?

T:
Yes.

R:
Do you think that affects the Paired Reading done that day?

T:
Maybe it does in a way because the tutor [tutee] would see that you're not enjoying it.

R:
What happens if your tutee doesn't want to do Paired Reading?

T:
I don't think it would make much difference.

R:
So, what would you do to try to make your tutee more interested in Paired Reading?

T:
I try and talk about the book, pick different books.

R:
How do you think your teacher feels about Paired Reading?

T:
Erm.. I think she thought it was a good idea but I think she's thinking about stopping it now.

R:
Where do you do Paired Reading?
T: Well. Half of our class go to the other room every two weeks, then we swap over.

R: Have you ever tried doing paired reading anywhere else?

T: Just in the classroom. We did a video in Circle Time and we did one outside.

R: Where did you enjoy it most?

T: I liked doing it out in the countryside.

R: Would you like doing Paired Reading more if you did it with another age group?

T: I think I would rather do it with an older person - Maybe a Primary 5 or a Primary 4.

R: What do you think your job is as a tutor in Paired Reading?

T: Just to make the tutee understand and get them interested in the book. To make them more confident.

R: What information did your teacher give you about Paired Reading before you started?

T: Always try and help your buddy. Always listen to what they were trying to say to you. Be patient. If they don't know a lot of the words, to try and be calm about it, but I'm not a very calm person!

R: Do you feel that you've learned to be a bit calmer now?

T: Erm ... a wee bit I think because I've been back to the old class I did buddy with and the boy I was with is a really good reader now... so I think I probably have. My tutee now is not the greatest reader.

R: Do you ever get the chance to choose a book that you want?

T: I open the book to see what like the text is and everything to see if she could manage it. But she only likes books about animals.

R: Would you like the chance to choose a book sometimes that you would like?

T: Well, I'm not interested in any of the books that are there. There's just alphabet books and stuff.

R: What kind of books would you like to see there?

T:
More factual books but she doesn't like to read them. She reads this one book - that's the one she reads all the time.

R:
So what do you think would happen if you chose a book that you were interested in?

T:
I don't think she'd bother reading it. If we're halfway through a book, she tends to say "I don't like this book anymore" but I try and see to her "Well, we have to keep reading" but she doesn't seem to care.

R:
Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T:
I liked it more at the beginning.

R:
Do you speak to your tutee more now after doing Paired Reading?

T:
No, not really. I don't see her because they're in a different end of the playground.

R:
Do you think Paired Reading has helped you in any way?

T:
I think it's helped me because I feel that I can give information that will help them read.

R:
Would you like to do Paired Reading again?

T:
If I had the chance to do it with a Primary 4 or a Primary 5, I probably would. But not with a younger person.

R:
Would it matter if it was a boy or a girl?

T:
No, I don't mind about that.

**Interview with Tutor 6**

R:
Do you enjoy doing Paired Reading?

T:
Yes.

R:
How do you get along with your tutee?

T:
Quite well, but he can misbehave quite a lot during Paired Reading. If he doesn't enjoy the book he will
misbehave.

R: How exactly does he misbehave?

T: He just doesn't pay attention

R: To what? The book or to you?

T: He just doesn't pay attention and sometimes he says he's reading in his head but really I think he's just skipping parts of it.

R: What does he do when he's reading in his head?

T: He doesn't speak out loud so I have to make him do it all over again. He doesn't do it very often, but when he does, it's annoying.

R: Is there anything you'd change about the way she does Paired Reading?

T: I would try to make him enjoy it more because I don't think he enjoys it at all.

R: How long have the Primary 3's been doing it?

T: Since after the summer holidays.

R: Do you think your tutee understands how to do Paired Reading?

T: Yes, I think he does. He just doesn't want to do it sometimes.

R: Does he tap on the table when he wants to read himself?

T: No, he doesn't do that. I've told him about it but I don't like repeating myself.

R: Why do you think he might not want to do that?

T: I think he thinks that he should be able to read it all by himself all the time. I don't think he likes it when I join in. I think he thinks that I'll just stop.

R: Has he ever said anything to make you think that?

T: No, it's just that I know him quite well.
R: Are there some days when you don't really feel like doing Paired Reading?

T: Yes

R: Are there more now than there used to be?

T: No, I think it's getting better. He's behaving more now. Last year I had a buddy that was really badly behaved in the class and there was only stickers to give out but this year there's stars. I don't know, but with stickers, you know that you'll only get a sticker, but with stars...

R: So when would you give out the stars?

T: If they've been reading very well and behaving.

R: So have you given stars out to your tutee this time?

T: Yeah. I've given him two or three. It's been more recently though.

R: If you're not really in the mood to do Paired Reading, do you think that affects the Paired Reading done that day?

T: I think it does because I think he notices and it makes him misbehave a bit more.

R: What happens if your tutee doesn't want to do Paired Reading?

T: That's when he starts misbehaving. He behaves better now but it's not usually all at one time. I just think once a Paired Reading session he does try to misbehave a bit and then I come down on him and he doesn't do it again...until the next time. Some days he doesn't do it at all.

R: So, what would you do to try to make your tutee more interested in Paired Reading?

T: Er...more interesting books because the books that we have, he isn't very interested in.

R: What kind of books does he prefer?

T: I'm not very sure because he says he likes guns, but I'm against that.

R: Do you think there's anything else you could do?

T:
I think...I try to make him talk about the book but that doesn't always work. Maybe I could introduce a book more, talking about the book. He doesn't usually say much.

R:
How do you think your teacher feels about Paired Reading?

T:
I think she enjoys it. I think we've stopped just now, but I'm not sure. I don't think she would carry on doing it if she didn't enjoy it because it's something extra. It's not something that you absolutely have to do.

R:
Where do you do Paired Reading?

T:
In the class. It's alternative. Every two weeks you change over.

R:
Have you ever tried doing paired reading anywhere else?

T:
Well once we were doing this tape for something and we did it outside, but it didn't work very well. I know that the last year the other class were doing it and they did it outside because people took pictures. I don't know if they just did it for the pictures, maybe they just did it anyway.

R:
Why do you think it didn't work so well outside?

T:
Er... Noise. Extra noise. There were people going about...cars...You couldn't really hear very well. Especially because both of my buddies talked very quietly.

R:
Would you like doing Paired Reading more if you did it with another age group?

T:
Yeah. I think I'd prefer younger. Maybe Primary 1's would be good.

R:
What would make it different with Primary 1's?

T:
I think it would be because as you get up the school you get more ...bossy and Primary 1's they behave better than Primary 3's because I think as you get older you just get a bit messier and noisier. I think they might behave a bit better.

R:
What do you think your job is as a tutor in Paired Reading?

T:
I think it's to make sure that they don't muck around too much and to give them some extra help reading and also to make them like reading better.

R:
Do you think that's happening with your tutee?

T:
I don't think it's working with him. My last tutee, he was working better and reading more by the end of it.
R: What information did your teacher give you about Paired Reading before you started?

T: Well last year, we did a course. We just did an afternoon where we watched a Paired Reading video and the teachers did it to show us.

R: What kind of key points did your teacher give you to remind you?

T: To give them praise. If they've got it wrong, don't be too strict with them.

R: Do you ever get the chance to choose a book that you want?

T: Yeah, I think that's a good idea because that would keep you more interested, maybe. It's not just your tutee.

R: How do you think your tutee would react to that?

T: I think he would be okay.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: I think at the beginning because at the beginning it was a bit newer.

R: Do you speak to your tutee more now after doing Paired Reading?

T: Yeah, I do. He sometimes replies!

R: Do you think Paired Reading has helped you in any way?

T: Yeah, I think it's made me realise that some younger ones are a lot brighter than people say that they are. My tutee's really bright.

R: Would you like to do Paired Reading again?

T: Probably. If I had the perfect tutee, I would definitely do it again.
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Appendix 9
Tutee Interviews

Key to Colour Coding in Transcripts:
Adherence to Paired Reading guidelines
Interest of participants in the programme
Preparation and organisation of Paired Reading
Pairing of participants

Tutee Interviews

Interview with Tutee 1

R: Do you enjoy doing Paired Reading?
T: Yes.

R: What do you like about it?
T: Just because I get to read better.

R: How do you get along with your tutor?
T: Okay.

R: What do you like best about him/her?
T: I just like reading.
R: Is there anything you would change about the way they do Paired Reading?
T: No.

R: Are there any days when you don't really feel like doing Paired Reading?
T: I always like doing it. I read at home too.

R: Do you think Paired Reading works better when you want to do it?
T: Uh-huh.

R: Are there some days where you think that your tutor doesn't want to do Paired Reading?
T: I don't know.

R: Do you think your teacher likes doing Paired Reading?
T: Yes.

R: Why do you think that?
T: I don't know. Just think she's happy.

R: Where do you do Paired Reading?
T: In the classroom. Sometimes we do it in the classroom and sometimes we do it in their classroom.

R: Do you like working with the primary 7's?
T: Yes.

R: Would you enjoy doing Paired Reading more if you were doing it with someone the same age as you?
T: Somebody older.

R: Why do you think it's better with somebody older?
T: 


Because if somebody was the same age as me, they would be the same. And they wouldn't know the words either.

R: Do you think the tutors are reading with you or are they teaching you?
T: She reads along with me. Teaching me as well.

R: Does your tutor often tell you that you're doing well?
T: Mm-hmm.

R: How does it make you feel when your tutor says words like "Good" and "Well Done"?
T: Fine.

R: Does it make you enjoy it more?
T: Yes.

R: Do you like the books that you can choose from?
T: Yes.

R: Is it the kind that you're interested in?
T: No, I just pick good books that are good.

R: Do you like it better when you choose the book yourself or when your tutee chooses for you?
T: I always choose the book. She just judges it.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?
T: Now.

R: What makes it better now?
T: I don't know.

R: Do you speak to your tutor when you see them around school now?
Interview with Tutee 2

R: Do you enjoy doing Paired Reading?
T: Yes.

R: What do you like about it?
T: Well you get to learn about reading and stuff like that. I like looking at the book and reading.

R: How do you get along with your tutor?
T: Okay.

R: What do you like best about him/her?
T: She helps you with the words.
Is there anything you would change about the way they do Paired Reading?

T: (No comment given)

R: Would you like to be able to read on your own more or do you prefer reading together?

T: **On my own.**

R: Do you know what to do if you want to read on your own?

T: Well when you're reading, if you get stuck on a word your buddy will help you and stuff like that.

R: Are there any days when you don't really feel like doing Paired Reading?

T: **Well sometimes I don't really feel like doing it, if I'm tired.**

R: So what happens if you're not really in the mood?

T: I still try.

R: Do you think Paired Reading works better when you want to do it?

T: Better if you're in the mood.

R: Are there some days where you think that your tutor doesn't want to do Paired Reading?

T: **No.**

R: Do you think your teacher likes doing Paired Reading?

T: **Yes.**

R: Why do you think that?

T: Sometimes she comes round to see what you're doing.

R: Where do you do Paired Reading?

T: Sometimes in the other class and sometimes in our class. Every week we swap about.
R: Have you ever done Paired Reading anywhere else?

T: Just at home and at school.

R: Who helps you do it at home?

T: My Mum.

R: Does she do it exactly the same as you do it in school?

T: Well, I've got to tell her about some bits because we've only done it about two or three times, I think.

R: Do you like working with the primary 7's?

T: Yes.

R: Would you enjoy doing Paired Reading more if you were doing it with someone the same age as you?

T: Older, because say I did it with somebody in my own class, and he didn't know a word, and I didn't know a word. I'd have to get out of my seat and go and ask someone. But with someone older, I'd say it's better with someone older.

R: Would you like to do it with a Primary 5 or a Primary 6?

T: Primary 7

R: Do you think the tutors are reading with you or are they teaching you?

T: Teaching me.

R: Why do you think that?

T: (No comment)

R: Does your tutor often tell you that you're doing well?

T: Yeah.
How does it make you feel when your tutor says words like "Good" and "Well Done"? Does it make you want to read on?

T: Well when we get to good bits and we have to stop, I want to keep reading. But when we get to bad bits and we have to stop, I don't mind.

R: Would you like it if your tutor said things like "Good" a bit more often?

T: Yes. A bit more.

R: Does it make you feel happy when she does?

T: Yes.

R: Do you like the books that you can choose from?

T: I would say other ones because some of them I don't really like and some of them I've already done.

R: What kind of books would you like to see there?

T: Stories about shooting and happy stories and stuff like that.

R: Do you like it better when you choose the book yourself or when your tutee chooses for you?

T: On my own.

R: Does that happen quite a lot?

T: She usually does it for me but sometimes I get to.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: More now.

R: What makes it better now?

T: Well I'm used to it now. When I started, I wasn't quite used to it.

R: Do you speak to your tutor when you see them around school now?
T: Not really. I just say "Hello" or something.

R: Has Paired Reading helped you learn about anything else?

T: Reading.

R: Would you like to do Paired Reading again?

T: I've had enough already.

**Interview with Tutee 3**

R: Do you enjoy doing Paired Reading?

T: Yes.

R: What do you like about it?

T: You get to choose your own books.

R: Anything else?

T: I like reading.

R: How do you get along with your tutor?

T: Okay.

R: What do you like best about him/her?

T: I don't know.

R: Are there any days when you don't really feel like doing Paired Reading?

T: Yeah, some days.
Do you think Paired Reading works better when you want to do it?

T: Yes.

R: Do you think your teacher likes doing Paired Reading?

T: Yes.

R: Where do you do Paired Reading?

T: Usually in my own classroom. I don't know when we have it. They just come in and say we have to do it.

R: Do you like working with the primary 7's?

T: Yes.

R: Would you enjoy doing Paired Reading more if you were doing it with someone the same age as you?

T: Primary 7's

R: Why do you like it better with them?

T: Because maybe a younger person wouldn't know the words.

R: Do you think the tutors are reading with you or are they teaching you?

T: Reading

R: Does your tutor often tell you that you're doing well?

T: Yeah.

R: Do you think she says words like "Good" enough or would you like her to say it a bit more?

T: Enough.

R: How does it make you feel when your tutor says words like "Good" and "Well Done"?

T: (No comment)
R: Does it make you feel happy... or does it make you want to read on...?

T: Happy

R: Do you like the books that you can choose from?

T: Yes. I like them.

R: Do you like it better when you choose the book yourself or when your tutee chooses for you?

T: When I choose myself.

R: Do you usually get to choose the book yourself?

T: Yes

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: Very beginning.

R: Why did you like it better then?

T: Well because I sort of... never knew what I would have to do the first time and then I did it too lots of times.

R: Do you speak to your tutor when you see them around school now?

T: Not really.

R: Has Paired Reading helped you learn about anything else?

T: Yes. Well I like books that tell you things.

R: Would you like to do Paired Reading again?

T: Yes.
Interview with Tutee 4

R: Do you enjoy doing Paired Reading?
T: Yes.

R: What do you like about it?
T: You get better books, you don't get reading books.

R: How do you get along with your tutor?
T: Okay.

R: What do you like best about him/her?
T: I think he's the best reader in the class.

R: Are there any days when you don't really feel like doing Paired Reading?
T: No. I wish it was every day and every week.

R: Do you think Paired Reading works better when you want to do it?
T: (No comment)

R: Do you think your teacher likes doing Paired Reading?
T: Yes.

R: Why do you think that?
T: Because when me and Liam are reading, I always say funny things and the teacher laughs.

R: Where do you do Paired Reading?
T: In the classroom or in the other room. Two days in my room and then it's two days in the other room.
Which room do you prefer?

T: The other room because it's bigger.

R: Do you like working with the primary 7's?

T: Yes.

R: Would you enjoy doing Paired Reading more if you were doing it with someone the same age as you?

T: *It works best with the Primary 7's.*

R: Why do you like it more with them?

T: *Because the Primary 3's would just be all muddled up and they wouldn't know the words.*

R: Do you think the tutors are reading with you or are they teaching you?

T: They're reading with us and teaching us.

R: Does your tutor often tell you that you're doing well?

T: *Yes, he does.*

R: How does it make you feel when your tutor says words like "Good" and "Well Done"?

T: *It makes me want to read another book.*

R: Do you like the books that you can choose from?

T: Yes. Most of them are far too easy.

R: What kind of books do you like to read?

T: *Thick ones like Roald Dahl ones.*

R: Do you like it better when you choose the book yourself or when your tutee chooses for you?

T: When I choose it for myself.
R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: At the beginning.

R: Why did you like it more then?

T: ...and the end! I like doing it both!

R: Do you speak to your tutor when you see them around school now?

T: I say "Hello."

R: Has Paired Reading helped you learn about anything else?

T: It makes you read better.

R: Would you like to do Paired Reading again?

T: Yes. We're doing it with the Primary 6's now.

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**Interview with Tutee 5**

R: Do you enjoy doing Paired Reading?

T: Yes.

R: What do you like about it?

T: Reading books.

R: How do you get along with your tutor?

T: Fine. But he's sometimes moody.

R: What makes you think that?

T:
Because he never reads with me. He just says "You do the reading and I'll just listen."

R: Are there any days when you don't really feel like doing Paired Reading?

T: Sometimes.

R: Do you think Paired Reading works better when you want to do it?

T: Works better if you're happy.

R: Do you think there are some days when your tutor doesn't want to do Paired Reading?

T: Yes, because he says "Oh, it's you again."

R: How does it make you feel when he's being like that?

T: I want him to read with me.

R: Do you think your teacher likes doing Paired Reading?

T: Yes.

R: Why do you think that?

T: I just think she's happy.

R: Where do you do Paired Reading?

T: Sometimes in our class and sometimes in the other room.

R: Which room do you prefer?

T: My classroom.

R: Do you like working with the primary 7's?

T: Yeah.

R: Would you enjoy doing Paired Reading more if you were doing it with someone the same age as you?
T: Yes, a lot more.

R: Why do you think that would be better?

T: They would read with me more, wouldn't they?

R: Do you think the tutors are reading with you or are they teaching you?

T: Teaching.

R: Does your tutor often tell you that you're doing well?

T: Yes.

R: How does it make you feel when your tutor says words like "Good" and "Well Done"?

T: Happy.

R: Do you like the books that you can choose from?

T: Yes.

R: Do you like it better when you choose the book yourself or when your tutee chooses for you?

T: Myself, because he chooses books with lots of pages and tiny writing.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?

T: I like it better now.

R: Why do you like it more now?

T: I know what to do now.

R: Do you speak to your tutor when you see them around school now?

T: Mmm... not really.
R: Has Paired Reading helped you learn about anything else?
T: It's helped me do my work and my writing.

R: Would you like to do Paired Reading again?
T: Yes.

Interview with Tutee 6

R: Do you enjoy doing Paired Reading?
T: Yes.

R: What do you like about it?
T: Because it's fun.

R: How do you get along with your tutor?
T: Okay.

R: Are there any days when you don't really feel like doing Paired Reading?
T: No.

R: Do you think there are any days when your tutor doesn't want to do Paired Reading?
T: I don't know.

R: Do you think he likes doing it?
T: Yes.

R: Do you think Paired Reading works better when you want to do it?
T:
Yes.

R: Do you think your teacher likes doing Paired Reading?
T: Yes.

R: Where do you do Paired Reading?
T: We used to do it in my class or in my buddy's class. We swapped over every time.

R: Which room do you prefer?
T: The other classroom.

R: Why do you like that room best?
T: Because it's much longer than my class.

R: Do you like working with the primary 7's?
T: Yes.

R: Would you enjoy doing Paired Reading more if you were doing it with someone the same age as you?
T: Primary 7's.

R: Why do you think that they're better?
T: Because they get harder work.

R: Who gets harder work?
T: The Primary 7's.

R: Do you think the tutors are reading with you or are they teaching you?
T: Teaching me. But I already know how to read because I've got hard reading books.

R: Does your tutor often tell you that you're doing well?
R: How does it make you feel when your tutor says words like "Good" and "Well Done"?
T: Happy.

R: Do you like the books that you can choose from?
T: Yes.

R: Would you like any other books to be there?
T: Harder books. I like story books.

R: Do you like it better when you choose the book yourself or when your tutor chooses for you?
T: Myself. I always choose my own books.

R: Did you enjoy Paired Reading more at the beginning or do you enjoy it more now?
T: I like it better now.

R: Why do you like it more now?
T: I know what to do - I'm nearly 8!

R: Do you speak to your tutor when you see them around school now?
T: I just jump on his back. I give him a scare!

R: Do you think you're better friends now after doing Paired Reading?
T: Yes.

R: Has Paired Reading helped you learn about anything else?
T: Just reading.
R: Would you like to do Paired Reading again?
T: Yes.
R: Which class would you like to do it with?
T: The same class.
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