HOW TO GUIDE:
Rapid Automatic Naming (RAN)

Written by Psychology in Education (PiE)
All Copy Rights Reserved

TABLE OF CONTENTS

Page

THE PURPOSE OF THIS COURSE
The overall purpose of the 'Foundations of Literacy Development' course and 'How To' guide is to increase awareness of the importance of both Phonological Awareness (PA) and Rapid Automatic Naming (RAN) as foundations of early literacy development and help staff to identify the children that may require early additional input or, if older struggling readers, may need input into these foundation areas in order to make phonics interventions more effective.

This guide is is designed to accompany the short video on Rapid Automatic Naming (RAN). If you have bought it together with the Phonological Awareness course, we suggest you start with the Phonological Awareness Course but if you feel that your school is already supporting that area well, you can, of course, go directly to the RAN video/course.

The Purpose of this Guide is to support the person who is leading the training session which we assume is either a Senior Lead or a SENDCo, although you could also be an experienced Teaching Assistant or Class teacher. Please read pages 1 to 4 before you start the course to make sure you have everything ready.

INTENDED AUDIENCE
For a SENDCo or School Leader the guide and video may be used to increase awareness of RAN for:
- A group of TAs who work with children's early literacy development in EYFS and KS 1
- A group of TAs working with older struggling readers
- A group of Class Teachers (CT)
- One or two CTs who have not been teaching struggling readers or early literacy development for some time.
- Whole staff development in a staff meeting
- Individual members of staff such as NQTs or staff members who missed out on group training. In those situations, we highly recommend having at least two people watching the video together and going through the discussion points with a Learning Partner.

- A group of parents as part of a workshop on supporting literacy at home. If this is the case then a shorter section of the video may be selected

USE OF THE COURSE IN WHOLE SCHOOL STAFF MEETINGS

The video is only 10 minutes in length and is intended to act as a tool to stimulate thought and discussion. If shown in a whole staff meeting, it can be seen as a starting point for discussion about how well the school currently supports and develops staff awareness of the impact of RAN on progress with literacy.

You may still want to pause the video at certain points depending on how much time you have allocated. You may want to pick out one or two Pause Points that may be particularly relevant to your context.

Although you could do this in one meeting, we would strongly recommend that you encourage staff to plan how they will go on to use the material followed by a scheduled review meeting to share experiences.

NB Research is very clear that unless there is a follow up, people rarely put the new knowledge into practice due to time pressures and other more urgent issues. We recommend you agree diary dates to increase the likelihood of meetings being held.

TIME COMMITMENT

It is anticipated that watching the video and having the discussions can all be done in one session of about 1 hour and, at the end, people can make plans for how they will implement the information to use with the children they are working with.

The next step would be for adults to actually assess or informally screen the children they are working with and then meet again to discuss possible interventions in more detail. This second meeting would likely also need an hour or so in time.

We also recommend that schools keep the momentum up with regular shorter meetings or check-in sessions every half term or so and we suggest you put in diary dates to ensure these take place.

It is assumed that schools will already have material to assess RAN. The EYFS, in particular, will have some that may be possible to adapt for later year groups. We suggest some ways this can be done below.

MATERIALS INCLUDED

To help you deliver the course we have provided guidance on how to use the video and you will also find some attachments in the Appendices that are accompanying this Guide that provide suggestions on how to informally screen for children with RAN weaknesses. This provides early identification of those at risk of future reading difficulties so interventions can be put in place quickly (Appendix 3)

A list of the included material:
- RAN Video
- This 'How To: Guide'
- APPENDIX 1: HAND OUT 1: Pause Points
- APPENDIX 2: HAND OUT 2: Example of a Rapid Colour Naming prompt sheet
- APPENDIX 3: HAND OUT 3: Aide Memoire for Assessing RAN
- APPENDIX 4: HAND OUT 4: Other Ways to Increase Reading Fluency

PRIOR TO THE MEETING

Prior to the meeting, ensure staff have access to the materials which in this case are copies of the Pause Points (Appendix 1) and the aide memoire in Appendix 3 (if they are going to be assessing children they are working with).

HOW TO USE THIS GUIDE:

Part 1: Theory

This part outlines the theory behind RAN and the role it has in the foundations of reading development and particularly towards reading fluency. It follows broadly the script to the video with some further details. It can also be read without reference to the video.

We strongly suggest that the video is part of a whole school focus on building the foundations for effective reading and we suggest it is shown

together with the Phonological Awareness (PA) video, as both RAN and PA are important foundation skills for effective reading.

Part 2: Pause Points
This part is designed to accompany the actual showing of the video and contains the Pause Points which highlight points in the video where we suggest you pause the video and consider in more detail the points being made and discuss them in the group. We recommend that group members are paired with a Learning Partner or, if the group is small, discussions may take place in the whole group.

There is also a hand out to be printed for the group participants prior to discussions or for individual staff members if they are watching the video on their own (Appendix 1).

ONGOING SUPPORT
We have made separate videos on Phonological Awareness, Precision Teaching, Paired Reading, Reciprocal Teaching and Metacognition so contact us at support@psychologyineducation.co.uk for more information.

We also offer problem solving consultation sessions for difficult situations where children don't make the expected progress so contact us for more information and feedback at support@psychologyineducation.co.uk **We are always keen to hear what else you might want input in or how we could improve the content.**

Part 1:Theory/Video Script

Rapid Automatic or Automatised Naming (RAN):
What is it?

RAN or Rapid Automatic Naming is one of the most researched factors into reading difficulties and yet it's also one of the least understood and discussed factors in education.

It is a reliable measure that can be used in nursery education to predict which children are likely to struggle with reading. So, RAN is one of the best predictors we have of later reading performance.

Maryanne Wolf (2007 and Norton & Wolf, 2012) a key researcher in this field, has suggested that RAN performance relies on a mini circuit of the later developing reading brain circuitry, including the visual, auditory, language and motor cortex amongst others. In some children the connections are not as well developed and hence they're slower, compared to other children, to access the verbal labels of familiar information that they see, like colours, names of objects, numbers and, of course, letters.

It is assumed that the time it takes for the brain to connect what we see with what we say, that is necessary to quickly name colours, objects or letters and numbers, is a strong predictor of how easy or difficult it will be to learn to read. A fast performance on RAN tasks depends on the automaticity of both the linguistic and perceptual components of the reading circuitry as well as the connections between them.

A RAN task involves several different processes:
- Attention to the stimuli
- Visual processes such as pattern or colour recognition
- Integration of visual and orthographic information
- Integration of visual, orthographic and phonological information (if letters or words)
- Access and retrieval of phonological and verbal labels. (Norton, 2020)

So, we can see that a RAN task draws heavily on the reading brain circuitry and builds on it. These inter related sub-skills develop ever-strengthening neural connections between verbal and visual brain networks which, through

structured input, evolve to increase in specificity. The more often the information is encountered, as, in say, early naming of colours or naming of letters, the stronger the pathways between what we say and see become. This early mapping continues to evolve and the brain's anatomy changes to support reading development. So, talking to children, looking at words, looking at letters and colours and so on, is, in fact, helping to forge the networks that develop a reading brain.

So, a typical RAN task consists of asking the child to name an array of a number of **familiar** objects as fast as possible and the time in seconds it takes the child to name all of them, including self-corrections, is noted. The key here is **familiar objects** so for a pre-reading or struggling reader you may use colours or common objects or letters or numbers which are very familiar to the child. They are displayed on a page (typically 4 rows across a landscape page) with 8-10 objects which are repeated so a task/page may have around 40 – 50 items. (See Appendix 2 for an example of how a Rapid Colour Naming page might look)

Why is it important?

It is now widely recognised that difficulties with phonological processing underpin most reading difficulties. Research is also very clear that if a child has difficulties with both, phonological awareness (PA) AND is slow at RAN, they are much more likely to require intensive intervention. Maryanne Wolf coined the phrase 'Double Deficit' to describe people with weaknesses in both these key areas.

What about the Double Deficit Hypothesis?

Although the Double Deficit Hypothesis is not widely used in the UK and may be seen as a somewhat negative term, it is important to know if a child has difficulties in both areas.

They may be the children whose reading is not progressing andadditional phonics input has very limited impact. We may then conclude that 'phonics doesn't work for this child'.

There may of course be other reasons why phonics hasn't worked, such as the intervention not being sufficiently intensive or due to poor engagement on the part of the child.

If a child has only difficulties with RAN and not with PA it may be inappropriate to put them in a phonics group as they may instead need more intense input on reading fluency through for example Precision Teaching or Paired Reading.

If you think about it, if a child has a very slow verbal processing speed, that may well be impacting on the effectiveness of a phonics intervention group as the child may miss out many opportunities for practise and 'get lost' in the pace of the group.

So, although the child has had additional interventions, they may not have been at the appropriate level. Intensive individual input specifically targeting fluency and speed is likely to be necessary to ensure progress.

The main point we make here is that reading difficulties are not unified and may have many different underlying causes that need to be well understood to match the intervention according to need.

Approximately 50% of children out of the 5 – 10% of children with recognised reading difficulties are likely to experience Double Deficit and approximately 20 – 25% have either RAN only or PA only.

It is therefore very important to look at each child and get to know their individual profile of strengths and weaknesses as all struggling readers may not be struggling in the same ways or in the same areas of processing. This is crucial in order to design effective interventions.

There are some suggestions that children with Double Deficits are the ones that struggle to make progress if they don't receive training in BOTH their weaker areas.

How are RAN and PA related?

The links between PA and RAN are not entirely clear but it is generally accepted that RAN and PA both contribute to different aspects of reading development.

Phonological or Phonemic Awareness (PA) is thought to be more related to word identification and specifically reading non-word but does not seem to contribute much towards reading speed.

RAN is on the other hand thought to contribute much more towards reading speed and reading fluency and there is some recent evidence that suggests that training certain aspects of RAN can improve reading fluency (Wolff, 2014).

It is generally accepted that if a child only has difficulties with RAN, and not with PA, their reading difficulties should be less significant compared to a child with only PA difficulties.

Importantly, it may also be inappropriate to put this child into a PA intervention as this may not be targeting the area of need.

RAN as a predictor of later reading difficulties

RAN is one of the best predictors of later reading ability. Second-grade RAN scores predict eight-grade reading and spelling scores (Norton & Wolf, 2012) and the relationship between RAN and reading is strong and lasting for poor readers.

Given that it is so quick to assess, we feel it is, together with a quick PA assessment, an excellent way to screen children at an early age in order to put the appropriate intervention in place as early as possible.

How is RAN related to other aspects of reading?

You may be familiar with the Reading Pyramid by now or the 'Big 5' as they are sometimes referred to, which outlines the five different areas that effective reading instruction should cover:

Comprehension

Vocabulary

Fluency

Phonics/Decoding skills

Phonemic Awareness
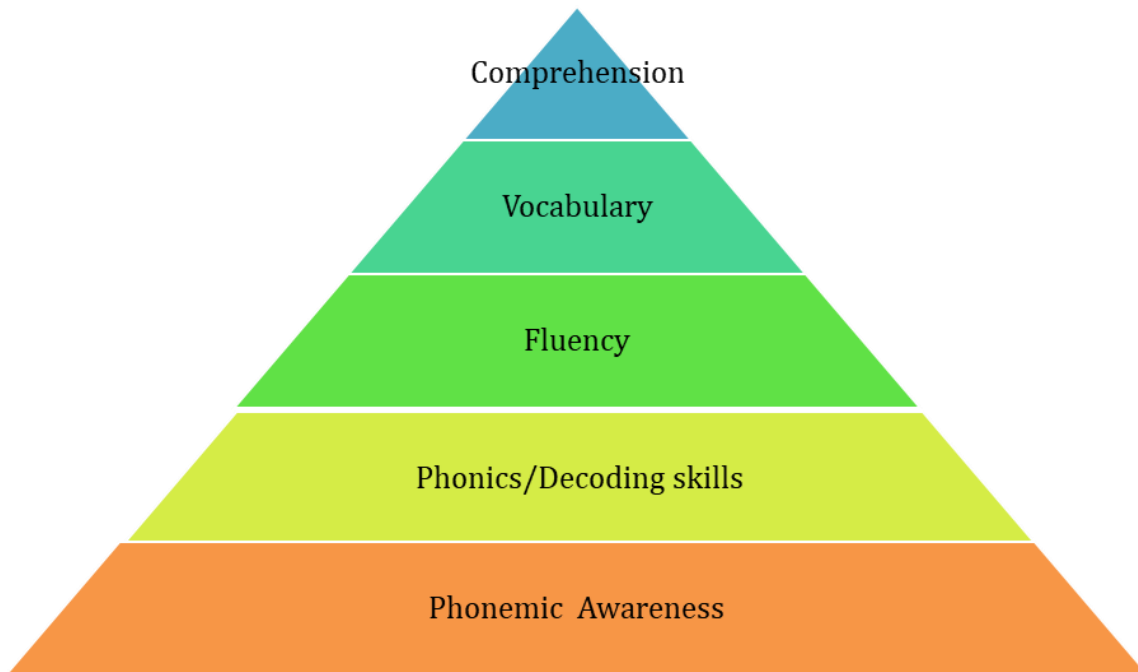
We would suggest that weaknesses with RAN can have impacts on all the different levels of the pyramid, including Phonemic Awareness and Phonics as well as Fluency and Reading Comprehension.

Traditionally, RAN is mainly related to reading speed or fluency but if you think about how important fluency is for reading comprehension it becomes clear that early RAN performance, if not improved, may impact on poor reading comprehension many years later. If one is reading slowly and laboriously, as very few words are automatically retained and verbalised or decoded quickly, it will become clear how much impact it has on the whole reading process.

Likewise, if one has a relatively good vocabulary but is slow to *find* the words, in other words, word finding difficulties, this can indicate difficulties with RAN. Word finding difficulties are common in struggling readers.

Colour naming can be observed as early as 2 -3 years, so slow colour naming may flag children up very early. The CTOPP provides a standardised measure

of colour and object naming from 4 years of age. As both are fairly easy and quick to assess from the Early Years Foundation Stage onwards, interventions can be introduced early on.

Given that the brain is more 'plastic' and quicker to respond to changes in the environment at an earlier stage, it is more effective to put in interventions as early as possible. To wait and hope for a natural catch-up is no longer seen as the best option. Early identification followed by early intervention is key.

Indeed, one of the recent government papers in the UK stresses that interventions should be put in place after the first 3 weeks in the Reception class and although experienced teachers will already have a good idea of which children will need further input, an additional RAN screening is very quick to do and you may be picking up those children that may have good language skills but still be slow at RAN and who may, therefore, not be picked up for additional support otherwise.

How can we assess RAN?

In the UK the CTOPP-2 (Comprehensive Test of Phonological Processing, 2nd Ed) can be a good investment as it costs around £500 and can be administered for children from ages 4 upwards to adult. Although the norms are US based it is widely used in the UK too.

It is very quick to do the RAN tasks and the CTOPP 2 also has quite a few phonological awareness items, so you can get a separate PA Index and a RAN index and if a child has difficulties in both, they may need a much more intensive, specifically targeted programme with more frequent input.

The University of Oregon has also developed their DIBELS Dynamic Indicators of Basic Early Literacy Skills (https://dibels.uoregon.edu/ which is free to access and which also has remote assessment material so you can use it on-line. There is a letter fluency task which may be appropriate once the children knows some letters but there are no colour or object naming tasks so the material starts with US levels K, corresponding to the Reception year in the UK.

As Lexplore clients, you have automatic access to a Rapid Automatic Letter Naming task so all your assessments from Year 1 to Year 13 will

automatically look at the RAN score in all assessments and highlight below average performance with a red flag.

It can be helpful to know the children flying below the RAN radar and guide the intensity and type of intervention.

If you are a Nursery teacher you could also try your own RAN assessment using familiar objects on a tray or coloured shapes and measure the time for all children in the class and see which ones are the slowest. If you're only interested in picking them out for intervention, this would be an acceptable way of doing it. It should be noted though that RAN for letters and numbers correlates more strongly with reading skills than RAN for objects and colours (Kilpatrick, 2015). Appendix 3 outlines further how you can make your own RAN informal assessment.

If you are teaching older children, the emphasis on speed rather than naming the letters may help to make the task seem less 'babyish'. By clarifying that you know they know the letters but you're interested in their personal best for naming the letters at speed, this may shift the emphasis. In this task the time it takes them to say the letters is what is important and to see whether, over time they increase their speed. It may possibly explain that, for many people, the connections in our brains between what we see and what we say are less efficient as compared to other people's and need to be built up (a work out). This has nothing whatsoever to do with general intelligence. This may help to engage the older struggling learner.

What about interventions?
Most researchers suggest that there is limited point in trying to improve RAN itself by teaching fluency to random letters and numbers as it may not have any direct effects on reading efficiency but there is evidence that suggests that RAN improves as a result of substantial improvements in reading (Kilpatrick, 2015).
However, a Swedish study from 2014 (Wolff, 2014) that looked at nine year old children with documented reading difficulties found that training on RAN Object Speed improved Word Reading Speed and that it was a bi-directional relationship, so that RAN object speed also improved, and that this was maintained long term or six months after the interventions. The authors

suggest that RAN object training could be started long before the children begin to read i.e. in nursery.

Furthermore a Belgian French speaking study from 2018 (Vander Stappen & Van Reybroek, 2018) also found that a RAN intervention with Object naming improved reading speed. So there is some emerging evidence to suggest that interventions targeting RAN may be helpful, although it may still be most helpful as an identifying device for those children who may need additional instructional reading input.

Otherwise the most obvious way to intervene is to target reading fluency directly as this is what RAN seems to be most related to. This could be done via Precision Teaching with target items, directly related to the child's developmental level of course, so it could be letters, phonemes or high frequency words. The time it takes the child to name/read the sheet should be recorded and an increase from each attempt should happen.

Alternatively, you could also time the child for one minute and see how many items they can name within the time limit and record this. This can also be very motivating for the child to see in graph form, i.e. how much faster they are at doing the task. We know that success is one of the most motivating factors for children, so ensuring success at a task, by showing them their own progression, often serves as a huge motivator.

The frequent repetition that a Precision Teaching approach offers, or any regular repetition, enhances the neuroplasticity and strengthens the neurological links between the visual and verbal areas, so the more times the child sees and names the stimuli, the stronger the connections between the different areas in the 'reading brain' should become and the faster the responses should be.

Paired Reading and Repeated readings can also be very effective when it comes to improving reading fluency. See Appendix 4 for further suggestions on how to improve reading fluency.

In Appendix 3 there is an aide memoire for how you can make your own RAN assessment and assess your class.

If you would like more information on Precision Teaching and Paired Reading we do also provide a course for this at our website
www.psychologyineducation.co.uk

Final Words
So we hope we have managed to convince you that RAN is definitely a very worthwhile factor to consider when we're looking at reading development and which particular aspects of reading development may be most problematic.

As it is so easy and quick to assess and can be done with children at such an early stage, we think it's a really excellent little screener that every school should incorporate.

Part 2:
LEADER GUIDE:
SENDCO/School Leader Guide with Pause Points:
As a SENDCo/School leader you can use the material in many different ways. If you are using a whole school screening programme like Lexplore, you will have a good feel for which classes have a high level of children with poor literacy skills (in the Red Group) and you may, therefore, want to show the video in a formal way to a group of Class Teachers or Teaching Assistants who are delivering phonics/reading interventions.

The video can also be shown in staff meetings to promote discussion and a wider awareness of the components of reading development for all staff, even those who do not traditionally teach reading in their year groups. Although both RAN and PA are the very foundations of reading development, we know that many older, struggling readers will also have difficulties in these areas, with obvious consequences for self-esteem and self-concept, so the material may be relevant to all teaching and support staff.

Below we provide some Reflective Exercises you may want to encourage your staff to engage in.

Rapid Automatic Naming: How to Guide

The video has Pause Points at certain points which we will outline below and where we suggest that you stop the video and pause and provide the group you're working with the Reflective Exercise Prompt Sheets. They can be found at the end of this book in Appendix 1.

Pause Point 1: at 5.45
Double Deficit Hypothesis
- Is this concept something you were familiar with?
- Do you think that some of the children you are working with have difficulties with both Rapid Automatic Naming (RAN) and with Phonological Awareness (PA)?
- How could the interventions for these children be targeted more effectively?

Suggestions may include providing interventions into reading fluency development if speed is an issue such as developing automatic sight vocabulary via Precision Teaching, Paired Reading to develop fluency and confidence as well as more Choral and Group Reading in the classroom.

Pause Point 2: at 7.38
Assessing RAN
- How could you assess RAN at your school if you're not a Lexplore school? Do you have any assessment material in your school? If not, could you make your own?
- If you find children that have low RAN speed, can you also assess their phonological awareness and check if they fall within the 'double deficit' category? If they do, what can be done about it? If they don't, are they receiving the right intervention for their specific weakness?

Suggestions can include putting a tray together with three or four coloured blocks in repeated random patterns and asking the child to name the colours as quickly as possible and you note down the time in seconds. You could also write out a landscape sheet with five or six letters or numbers repeated at random order across four rows, and again asking the child to name them. We have provided a Rapid Colour one as an example in Appendix 2 and more detailed instructions of how to create your own assessment in Appendix 3.

Interventions:
- If you find that many of the children you work with have got issues with RAN/Fluency what interventions can you design for them? How can you improve reading fluency in your whole class if you have many children who have these weaknesses?

Finally:
Thank you for listening! We hope you have found this course informative and enjoyable. As always we'd love to hear your thoughts about it and how we can improve it as well as any other areas or topics you would like to see similar material in. Do get in touch with us at: www.psychologyineducation.co.uk

REFERENCES:

DIBELS Dynamic Indicators of Basic Early Literacy Skills, University of Oregon (https://dibels.uoregon.edu/

Kilpatrick, D A (2015) 'Essentials of Assessing, Preventing and Overcoming Reading Difficulties' John Wiley & Sons, New Jersey

Norton, E (2020) 'What educators need to know about Rapid Automatized Naming' The Bulletin of Learning Difficulties Australia www.ldaustralia.org

Norton, E & Wolf, M (2012) 'Rapid automatized naming (RAN) and reading fluency; Implications for understanding and treatment of reading disabilities' *Annual Review of Psychology*, 63, 427-452

Wagner, K, Torgesen, J, Rashotte, C, Pearson, N (2013) 'Comprehensive Test of Phonological Processing, 2nd Edition, Pro-Ed, Austin, Texas

Wolf, M (2007) 'Proust and the Squid: The Story and Science of the Reading Brain' Harper Collins Publishers

Wolff, U (2014) 'RAN as a predictor of reading skills, and vice versa: results from a randomised reading intervention' Annual of Dyslexia, 64: 151 – 165

Vander Stappen, C and Van Reybroek, M (2018) 'Phonological Awareness and Rapid Automatized Naming Are Independent Phonological Competencies with

specific Impacts on Word Reading and Spelling: An Intervention Study'
Frontiers in Psychology www.Frontiersin.org

APPENDICES:
APPENDIX 1: HAND OUT 1: PAUSE POINTS
APPENDIX 2: HAND OUT 2: EXAMPLE RAPID COLOUR NAMING
APPENDIX 3: HAND OUT 3: AIDE MEMOIRE FOR ASSESSING RAN
APPENDIX 4: HAND OUT 4: OTHER WAYS TO INCREASE FLUENCY

APPENDIX 1: PAUSE POINTS FOR PARTICIPANTS
Double Deficit Hypothesis
- Is this concept something you were familiar with?
- Do you think that some of the children you are working with have difficulties with both Rapid Automatic Naming (RAN) and with Phonological Awareness (PA)?
- How could the interventions for these children be targeted more effectively?

Pause Point 2: at 7.38
Assessing RAN
How could you assess RAN at your school if you're not a Lexplore school? Do you have any assessment material in your school? If not, could you make your own? We have provided a Rapid Colour Naming as an example in Appendix 2 and more detailed instructions of how to create your own assessment in Appendix 3.

Interventions:
- If you find that many of the children you work with have got issues with RAN/Fluency what interventions can you design for them? How can you improve reading fluency in your whole class if you have many children who have these weaknesses?

APPENDIX 2: HAND OUT 2: Rapid Colour Naming

APPENDIX 3: HAND OUT 3: AIDE MEMOIRE FOR ASSESSING RAN
Aide Memoire

Depending on the skill/age group of the children you're working with, decide which one you will use; colours and objects if the children are younger and letters and numbers if these have been taught. It is important to present the children with a full sheet or an array of the objects and not present them with cards or toys one by one as the task should mimic the sequential visual processing that is required for reading.

1. Create your stimulus material.
2. Measure baselines
3. Assess
4. Compare your results
5. Plan intervention

1. Creating Stimulus Material

RAN Colour Naming

This could be a tray of coloured blocks and the children are asked to name the colours, or you could use the one we have provided. The shapes should be the same so as not to introduce other variation apart from the colour.

RAN Object Naming

This could be a tray of drawings of familiar objects like a house, a hat, a car, a dog and they should be spaced out so there are four lines with eight or nine cards in repeated random order. Make sure to keep it the same for all children.

RAN Digit Naming

This could be a printed out sheet in landscape form with four or five different single digit numbers, spread out and repeated, in random order over four lines.

RAN Letter Naming

This could be a printed out sheet in landscape form with four or five different letters spread out and repeated in a random order over four lines.

2. Measure Baselines

In order to get this, you may want to select a number of children that you think may be amongst the fastest in terms of verbal processing, some that you think may be in the mid-range and some that you worry about. This should give you a wide range of scores reflecting the whole spectrum, hopefully.

Set the material up in an adjacent quiet room which cannot be looked into by other children, to ensure a quiet area. If possible, it is good to have two different stimuli displays to ensure that there is no particular issue with e.g. colour naming so if a child is pre-reading you give them *both* colour and object naming and if a child knows the letters and numbers you give them both.

3. Assess

Make sure that the child knows the names of the items and names the objects first so there is no doubt about what they should say e.g. dog rather than animal and so on.

Say to the child that you want them to 'name what they see on the page as quickly as they can' and that you will time them and see how quickly they can do it. If the child seems anxious about being timed, we suggest you leave out the last part and only time them surreptitiously. Most children, however, enjoy being timed and are often keen to know how well they did. Make sure your feedback is encouraging whatever the result.

Note down the time it takes for each one. If the scores are similar, you can average them out so you get one timed score for each child. If they are different, you have a question to answer as to why this may be and further investigation may be warranted.

From your baseline measurements you should have an idea of how long a child that is fast at RAN takes and how long one who may have a problem takes, so you can now assess all the children in the class. This may be very informative and, depending on your particular intake, you may have many children that seem to have difficulties. It is then time to think about what to do about it.

Interventions:

At an individual level

What material to use for the intervention obviously depends on the level of the child, so if the child is young and pre-literate you may continue to practise items similar to the assessment material and time the child to show them that they get faster every day as they practise. This also sends an important message of the importance of 'practising our learning to get better at it'.

If the child is at the phonics stage, you may want to include the letter names, digraphs or some of the 1st 100 common sight words to start to develop automaticity with them.

We suggest that you take about 5 – 10 words and then repeat them on the page and measure the time it takes and then when they are fluent at them, you can move on to the next 10 but keep some of the old ones in so take perhaps 6 or 7 new words.

A Precision Teaching Approach may be very helpful and we do have further information on that in one of our other courses at

www.psychologyineducation.co.uk

High Frequency Word Lists can be found at: Twinkl https://www.twinkl.co.uk
There is excellent information at:

https://www.warwickshire.gov.uk/cognition-learning/can-cognition-learning-needs-supported-cycles-assess-plan-review/2

APPENDIX 4: Further interventions to target reading fluency
Whole Class Level
Defining Fluency
It is useful to keep the purpose of the reading firmly in mind and to think about the Reading Pyramid as these reading activities are not primarily intended to improve the students' decoding skills.

A good start is for the teacher to define what we mean by reading fluency by emphasising that it's not purely the speed we're looking at as it is possible to read very fast but not actually process what we read so the purpose of fluent reading is to read in a way that makes the meaning clear. Fluency also includes intonation, paying attention to the full stops and pauses and making the reading sound natural, as if we're telling a story, rather than 'robotic' and monotonous.

Modelling
The teacher can read a set passage in two different styles and get students to hear which one is more enjoyable to listen to. The adult can emphasise speech marks, intonation and make the reading come to life.

Repeated readings
Reading fluency can be enhanced by Repeated Readings both at an individual and a whole class level. Children practise their reading several times until a certain level of fluency is reached. This can be done in independent reading providing the child has a high accuracy rate with the text (about 95% or more is recommended) as, if the text is too difficult, the child will be struggling with decoding and will not be able to focus on developing the fluency and automaticity. At least three or four repeated readings may be required before fluency is achieved in a passage.

Choral Readings in classroom
This can be done with any instructions or with longer texts that are on the white board. It is particularly helpful for the struggling readers as each word can be pointed at initially and as the class reads altogether, the risk of public failure is removed. Reading it repeatedly can be particularly helpful and the speed and intonation can be improved each time and particular points such as full stops, question marks and intonation marks, that may change the intonation, should be made explicit.

Individual Approaches
Paired Reading
This is done on an individual basis and, although the original paired reading is designed so that the student reads independently at times, there are variations. If the adult reads to the child and the child points to the words as they go along, the child will still get useful exposure to the words. When a passage has been read, perhaps several times, it can be read again together and eventually the child can then perhaps 'have a go' for a few sentences and the adult is ready to stand by and pick up the reading again as soon as the child falters.

Repeated Readings
Choose a couple of paragraphs that are within the student's ability to read with 95% accuracy. Ask the student to read as fluently as possible (having explained what we mean with fluent reading) and take a set time, e.g. 60 seconds. Mark with a highlighter where the student ended and give feedback on which parts were particularly fluent and which were less so. Ask the student to do this again and use a different coloured highlighter to mark how far the student got. This mark should be after the first one, and if it is not the text level may be too high. Do this again for time 3 and time 4 and demonstrate to the student that each time the fluency increases, again stressing the need for effort and repetition in all aspects of learning. This is usually very motivational even for older 'demotivated' learners as they can see the progress and improvement rate very clearly.

Precision Teaching of Sight Words
Although reading always require some attention to the letters and phonics, many words are irregular and need to be taught separately as they can't be sounded out and English has a high number of these words. They lend themselves particularly well to a Precision Teaching approach and if the child can develop more of these, they can read texts more fluently as well. You may want to ask the child how many of these words they think they can learn in a week (10 perhaps) and then re-visit them on a daily basis. See the material at Warwickshire for very useful sheets that you can start with. You can either see how many words the child can read correctly within 60 seconds or you can measure the time it takes them to read the full page, but

in either case be sure to develop a graph as the time is likely to increase which is very motivational for the struggling reader to see.

High Frequency Word Lists can be found at: Twinkl https://www.twinkl.co.uk

There is excellent information at:
https://www.warwickshire.gov.uk/cognition-learning/can-cognition-learning-needs-supported-cycles-assess-plan-review/2