**Tutor Time Reading Programme**

A Review of What Works

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**Before the reading**

* ‘At the start, I explained the rationale behind what we were doing to get [the students] on board’
* ‘Books are placed on a table and, as students quietly come in, they pick one up’
* ‘Monitors issue the books’
* ‘[Students] enter and put their pencil cases on the table and start with private reading whilst I register’
* ‘We agree a target of how many pages’

**At the start of the reading**

* ‘I ask my tutees to remind me of where we got to’
* ‘I ask the class to recap on what has happened’
* ‘I ask them to tell me what has happened and then probe further’
* ‘A short recap of the main characters and what is coming-up helps’
* ‘We summarise previous reading at the start of each session’

**As the reading progresses**

* ‘I might read a few paragraphs, then we move onto volunteers to read aloud’
* ‘I try to pick-up on obviously challenging words’
* ‘Debate is encouraged through questioning and building upon responses’
* ‘I’ve tried to get [students] talking by pausing and asking questions’

**Monitoring the reading**

* ‘Engagement is monitored by scanning the room, walking to pupils and helping them find the place’
* ‘If [students] are talking or not following along, I'll ask them to read a page to re-engage them’
* ‘When other students take over, I look around to see if they are following’
* ‘I periodically glance around to check everyone has their eyes on the page’
* ‘Apathy is challenged by a quiet word, or look, or reminder of expectations’
* ‘Asking for volunteers to read out loud (a page each) and offering praise points for doing so’
* ‘Praise points given to anyone who reads aloud’