

What is Repeat Reading?

Creating fluency and reading confidence through passage familiarity



The most common approach to improving fluency for struggling readers is through the use of repeated reading approaches. Repeated reading refers to having students practise reading passages of text multiple times.

As students gain greater familiarity with the words and ideas in a passage by practising it repeatedly, they begin to read it more fluently. Unfortunately, students rarely have instructional time devoted to building such fluency. Samuels, one of the earliest and foremost proponents of repeated reading, explained the importance of having multiple practise opportunities in this way:

Basketball players practise jump shots over and over again; musicians practise short musical selections repeatedly. Their goal is to develop skills to a level of fluid accuracy. With enough practise, they do not have to devote much attention to the mechanics of their skills. With enough practise, readers will not have to devote much attention the mechanics of decoding. (1981, pp. 23-24)

With this context, using repeated reading to improve fluency, then, appears straightforward: Give students a passage; have them read it multiple times until their rendition sounds as though they were talking (i.e, with good accuracy and pace); give them a new passage and repeat the process. However, there are important elements of implementing repeated reading that merit consideration by teachers when using this strategy.

Reference:

Teaching Tutorial 6: Repeated Readings to Promote Fluency

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