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There are no worksheets with this technique. The Books you choose to read become the worksheets.

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The use of the pronouns he, him, and his is for simplicity rather than he/she, him/her etc



Couldn't agree more old boy. A chap's got to hear himself think and speak...and eh, the other one. Read, that's it. Hear himself read. Carry on. Doing a fine job... Must dash.....Smell hunters.

Rationale and Explanation of the 4 Steps

READING is simply the ability to recognise SYMBOLS which relate to SOUNDS, and most readers of any age, already know the *sound* of 99% of the words they are trying to read.

A specific group of cells in the brain physically change as SOUNDS are related to SYMBOLS allowing for faster association and recognition next time. HOWEVER, this change occurs much faster in response to the individual hearing his OWN voice patterns, thus it is essential in any reading technique that the individual be able to

HEAR HIMSELF SOUND THE SYMBOLS PROPERLY

Preferably in sentence form, or at least half sentence form.

Detailed Explanation of the four steps:

STEP1:

By showing the child where we want him to begin and end, i.e. a total of 4 or 5 lines, we remove some of his anxiety by giving him an achievable target.

For new readers see: **Reading for Beginners** on page 11.

For highly nervous readers or slow readers it may be necessary to lower the initial target of 4/5 lines to 1 or 2 lines or even half a line, but generally work on the principal of 4/5 lines.

On no account do we correct mistakes while he is reading. This is a common error with parents and teachers alike. It's also a major error and we must correct it, because it breaks the all important:

Reading Flow

We should always try not to give away signs of how we feel, especially of displeasure.

REASONS FOR THE SUCCESS OF THE REPEAT READING TECHNIQUE

1. It's totally **PRESSURE FREE** because the reader could repeat your half lines with his eyes closed...i.e. in the 3rd step, no Symbol recognition is required to remember the words you have spoken, the symbols are merely backup for the spoken word at this stage, though this is reversed in step 4 when the sound memory becomes backup for the visual symbol recognition..i.e. Reading.
2. Because he is pressure free he is **RELAXED**. (See end notes on the importance of relaxation).
3. Because he is relaxed, he is able to consciously Listen and then Speak via the Left Hemisphere, allowing Ontogenesis to take place at a subconscious level where the intake of Sounds is linked to the Symbols of the written word **AUTOMATICALLY**.

NOTES:

OUR NON-INTERVENTION

A **Major** factor in the success of the ECAL Repeat Reading Technique is the virtual Non-Intervention of us as teachers **while** he is reading, because even with the best will in the world our interventions will increase his anxiety, which in turn will affect his performance and prevent him from having a go in case he gets it wrong and incurs our displeasure (causing us to intervene again).

He will slow down therefore, to prevent himself from making mistakes, which will in turn interrupt that most important FLOW of DELIVERY required for good reading and the attempted breakdown of unfamiliar words. In other words, interventions DURING reading will damage his Confidence and increase his Anxiety, either of which will reduce his chances of reading well.

NUMBER OF ERRORS WE CORRECT

He will only be able to take in so much new information at a time; therefore we have to keep our corrections down to a basic few. Ignore words missed out or inserted, anybody can make those mistakes and they are nearly ALWAYS self correcting...being generally Anxiety based they will disappear as his reading improves and his anxiety levels drop. Even if the Content is less than 50% correct, only deal with the 6 or 7 most obvious mistakes.