Pupils come from different packages. There are pupils who are smart, average, and unfortunately, there are struggling learners. Struggling learners are usually poor readers. This is a serious matter because improving pupils’ performance is the duty of every teacher.

Just as early as June, poor readers can be detected by regular testing. Fluency and comprehension can be assessed using Phil-IRI. With thorough understanding, teachers may be able to spot different characteristics of slow or poor readers.

As generated from http://www.perceptualiteracy.com, poor readers have invariably lost confidence in their reading ability. The loss of confidence leads to a lack of engagement with reading leading to further problems and further loss of confidence.

Poor readers also tend to read words one at a time whereas a good reader will tend to assess words in phrases so that each word is being assessed in the context of the phrase it sits in. This gives the good reader extra information to work out what each word means individually.

Moreover, poor readers will not understand why they are failing. They will tend to think it is luck or teacher bias or some kind of personal characteristic. As a result they will not believe that they can do anything to improve their reading. With this in view, there is a need for remedial reading.

Remedial reading is intended to help poor readers. It should address the individual needs of each child. Effective program targets the area/s needing attention in a way that is the most beneficial to the child. The instruction should be explicit and should move sequentially from the simplest concepts to the more complex. Instruction should be consistent and intensive with teacher modeling, guided practice, and independent practice.

The Reading Horizons website shares how remedial reading should be taught.

Once you are empowered with effective strategies for teaching remedial reading, here is Reading Horizons suggested instructional framework for introducing each strategy to your pupils:

1. Review (2-4 min.)
Give a quick review of the skills taught the day before, and connect it to the new information.

2. Teacher Modeling (5-10 min.)
Model the new concept with explicit, visual instruction. Think out loud.

3. Guided Practice (10-15 min.)
Guide students through concrete, hands-on practice that reinforces the new concept. This can be accomplished through dictation, the use of RLCs, and other group activities.

4. Summarize and Reflect (2-4 min.)
What have we learned? How can we use this?

5. Independent Practice (5-10 min.)
Students practice the skills learned, independent of teacher or peer guidance. This can be accomplished through RLCs, Student Workbook pages, and/or software lessons.

6. Application
Remind students to pay attention to words that follow the skill(s) taught as they read.

If only all teachers would be responsible enough to teach productively and walk extra miles for the benefit of the learners, it is possible to improve not just the reading ability of the learners but their over-all performance as well.

Reference:
http://www.perceptualliteracy.com/Parents/Articles.aspx?id=16

Note: *Authors and Years Published Not Cited