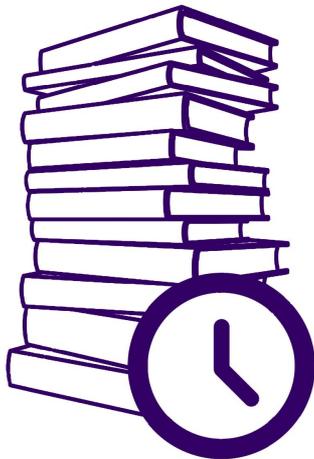




Effective Speed Reading™

Read Faster – Understand Better – Remember More



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This manual contains the following sections:

Awareness & Assessment	4
Rapid Pre-Read	10
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It is not intended that this manual replicates every slide that is shown and discussed during the course. However, you will find that overall, there is more information in the manual than on the slides you will see. The course tutor will direct you to particular pages, but many of the pages are included to provide you with useful reference material subsequent to the course.

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Awareness & Assessment

Context

Do you:

- Have a stack of unread newspapers?
- Have a stack of unread magazines?
- Have books on your bookshelf unread?
- Have an unread 'junk mail' or email pile?
- Have business reports, letters and other information unread?
- Have 2 or more boxes, drawers or stacks of unread material?
- Sometimes feel overwhelmed with the amount of information bombarding you?

Did you know?.....

...in the past 30 years more words have been generated than in the past 5 millennia.

...every day more than 1,000 books are published.

...And then there is the Web!

Do you know your reading speed? Do not start reading the passage indicated until you are asked to do so. When asked to start, read for a normal level of comprehension.

Reading Speeds

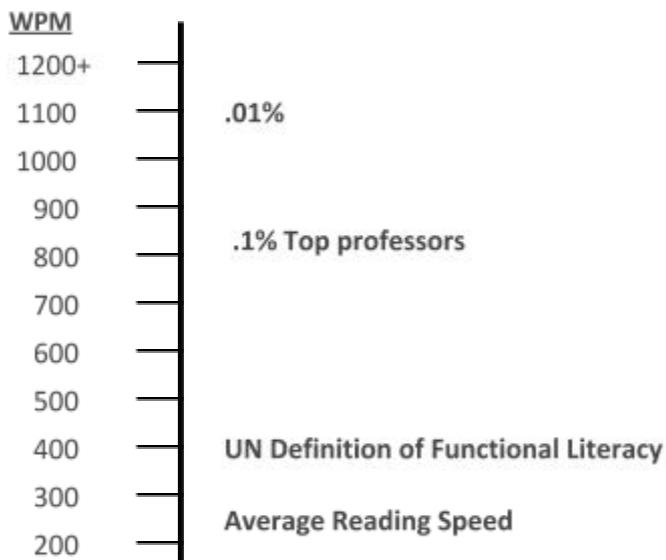
The speed at which we each read is determined by a large number of factors, including;

- The method by which we were taught to read.
- Our beliefs about reading.
- How much we read when we were younger.
- The sort of reading we did when we were younger and how much we enjoyed it.
- The balance between reading for work and reading for pleasure.
- Our attitudes to reading now.
- Etc, etc.

Since we have been keeping records, the average reading speed is around 240 wpm. However, the variation is enormous. Some people read very much faster 'naturally' (for example John F Kennedy is reported to have read at over 1000 wpm) and some rather slower.

The key point is that significant improvement is possible from whatever level you start at.

Rough Benchmarks



Attitudes to Thinking and Reading

When you are faced with a large pile of reading that you “should” or “must” do, what sort of negative thoughts might come into your head? Write three sentences that might illustrate your thinking patterns at that moment...

1.

2.

3.

When you look at these thoughts, in each case are they:

- Logical?
- Helpful to you in meeting your reading goals?

If NOT, how might you change these thoughts to be more helpful to you in the future? Write down some suggestions here...

1.

2.

3.

Goals and Benefits



Consider how it would benefit you if you could:

- Read faster and more effectively.
- Get through much of your daily workload at twice the speed.
- Remember what you have read.

What differences would it make to your life?

- What more could you learn?
- How much additional “free time” would you have, and how would you use it?
- What results would you achieve?
- How might people treat you differently?
- How might you think and feel about yourself?

Capture your thoughts and any questions and concerns below...

Delusions or Reality?

Review each of these statements and enter a code or codes in the space on the left-hand side as appropriate:

T = If you have been **taught** this.

B = If you **believe** this to be true.

A = If you **assume** this to be true or **act** as if it is true.

X = If you think that the statement is **false/wrong**.

1. ____ Finger pointing on a page is wrong; it slows you down.
2. ____ To understand a book's contents you must read it 'slowly and carefully'.
3. ____ Always start at the beginning of a book & go through to the end.
4. ____ Go back and understand what you are reading before you continue forward.
5. ____ Each word must be read separately.
6. ____ Look up a word that you do not know right away.
7. ____ As you read faster your comprehension drops.
8. ____ It is not natural to read fast.
9. ____ You cannot appreciate the material if you read it fast.
10. ____ A guide only gets in the way of the words.
11. ____ It is not necessary to rest or exercise the eyes.
12. ____ Comprehension should always be 100%.
13. ____ You only read what you are directly focusing on visually.
14. ____ You must not mark or write on your books.
15. ____ There is no relationship between reading and your belief system.

Rapid Pre-Read

Rapid Pre-Read

Objective

To understand as much as possible about your book, as quickly as possible and to create a visual overview of that understanding.

Process

You have 10 minutes to complete a structured browse of your book. This should be done in the following way:

- Look briefly at the cover to see what that tells you about the scope and subject matter of the book.
- Look at the table of contents to understand the overall flow of the book; what divisions and chapters are there? How is information organised?
- Now take your book, turn and look at each page briefly (one to two seconds per page)
 - how is the book put together?
 - are there any summaries, graphs, key points, quotations etc?
 - is there an index or a glossary? What information do they provide?
 - what parts jump out or look interesting?
- Insert your bookmarks wherever you may want to explore later.
- Gauge your time. Keep to the 10 minute limit. Finish the whole book.
- When finished, make a Mind Map® or other notes of any main points. (You may refer back to the book!)

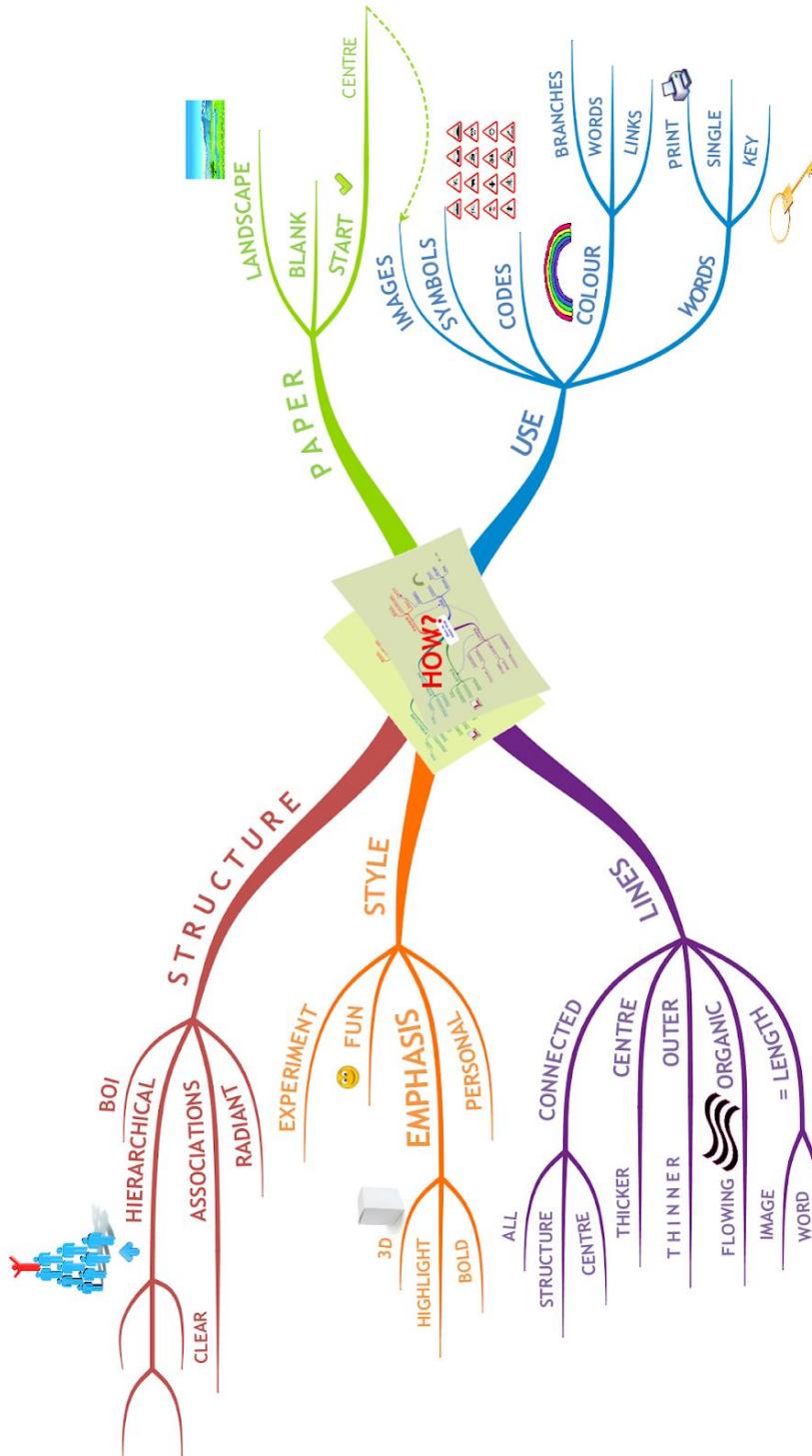
Introduction to Mind Mapping

Mind Mapping is the system of note-making, note-taking and thinking devised by Tony Buzan. Mind Maps® are used throughout the world by students, business people and professionals to help them to think, learn and work more effectively.

The steps are as follows:

1. Start in the centre of a blank landscape page of paper with a colourful, unframed image representing the subject.
2. Make the branches closest to the centre thicker, attached to the image and organic in shape.
3. Place the main aspects of the subject on these branches.
4. Branch thinner lines off the end of the main branches and add sub-themes.
5. Use images instead of, or as well as words wherever possible.
6. The image or word should always sit on a line of the same length.
7. Add successive levels of detail by adding further branches and single words or images on them.
8. Use colour, codes, arrows and highlighting to make each Mind Map distinctive and memorable.
9. Have fun and develop your own Mind Mapping style.

A Mind Map describing these principles is shown below:



Summarising a book on a Mind Map[®] after the Rapid Pre-Read

Relax, but work quickly! Limit your time to 10 minutes. Aim to produce a Mind Map from which you could describe your book to someone else.

The table of contents is a good start point, but do not spend more than two minutes on this before moving on to the rest of the book.

Try to identify major themes first and make these your main branches – relate sub-themes to these as well as you are able to.

Use single words and short phrases rather than sentences.

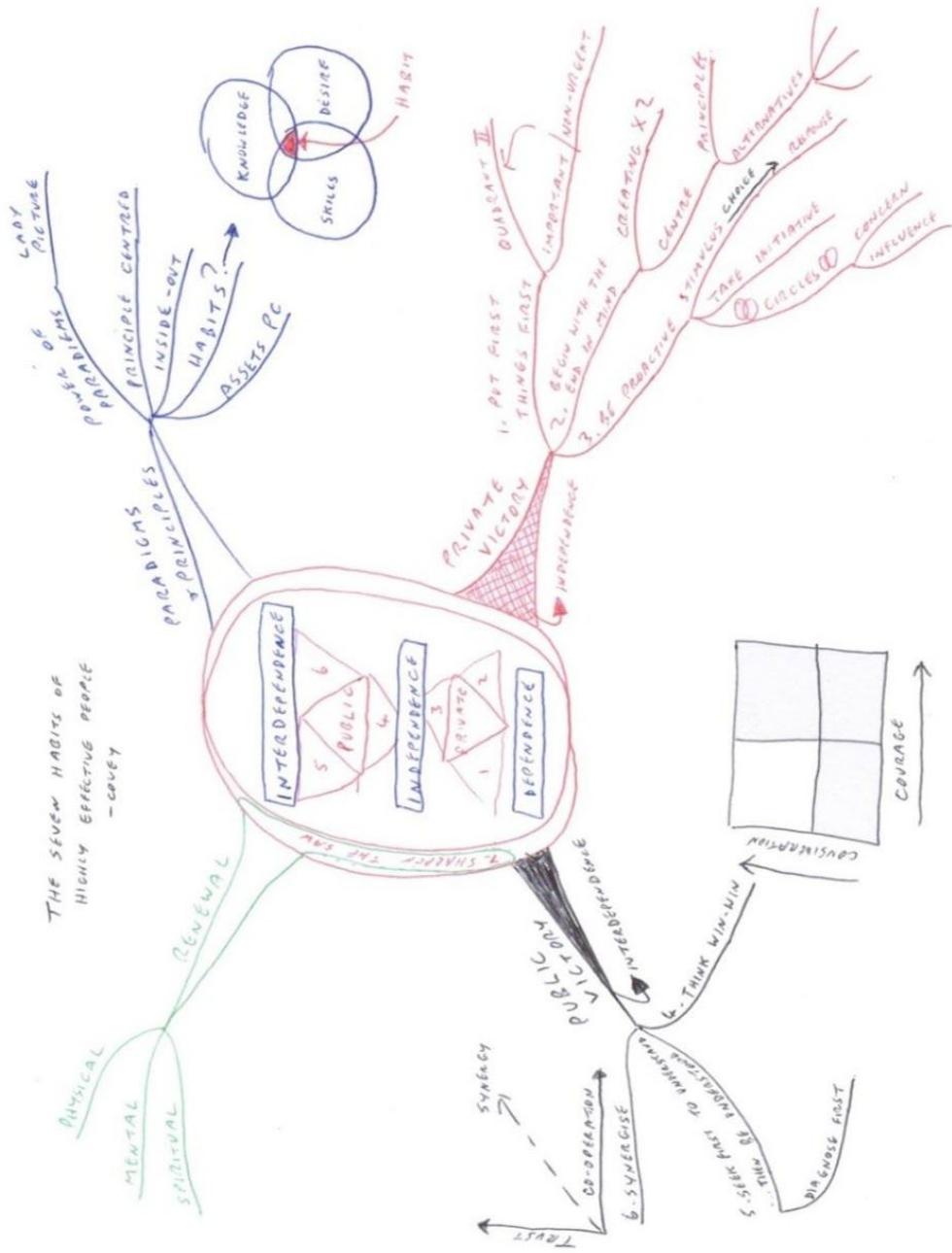
If possible, use rough diagrams and pictures to bring your Mind Map to life

Do not get drawn into detail in any one area.

Aim to revisit all of your bookmarks.

Expect your knowledge of the book (and therefore your Mind Map, to be incomplete) – you have not read the book yet!

On the next page is an example of a Mind Map drawn after a rapid pre-reading of Covey's book, 'Seven Habits of Highly Effective People'..



Reading Information & Exercises

How the Eye Works

- Light waves come from objects through the PUPIL which is surrounded by the IRIS muscle allowing more or less light waves to the LENS.
- The LENS changes shape depending on whether you are focusing near or far.
- The inverted image is then focused on the RETINA
- The retina begins to process this light with two main photo receptors;
RODS (about 100 million) used for low density light.
CONES (about 7 million) used for colour.
- Information from the retina is passed down the OPTIC NERVE in a chemical formula where each piece of the object is coded and kept in order.
- Half of the information crosses over at the OPTIC CHIASMA and continues through the OPTIC TRACT to the VISUAL CORTEX. The other half stays on the same side and continues through the optic tract and visual cortex.
- This information has now travelled the length of the skull from the eye to the OCCIPITAL LOBES at the back. There the VISUAL CORTEX reassembles all these chemical formulas of information to create the size, shape, position and movement of an object. The two views are fused to give an illusion of depth.

More about the Eye:

- Our two eyeballs move together.
- Our eyeballs can track moving objects even while we are moving!
- Our eyelids blink based on environmental and emotional responses.
- We make tears constantly to keep the eye moving.
- Iris muscle movement is caused by light fluctuations or emotional responses.
- Chemical coding must be reconstructed and then interpreted to make sense.

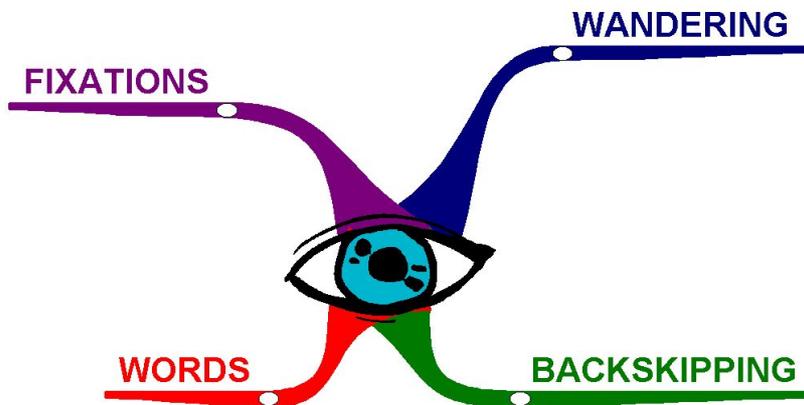
Cern Laboratories in Switzerland calculated that it would cost \$68 million to make ONE eye!

Eye Movement Reality

Ask your partner to watch your eyes

- Hold your book up so your partner can see your eyes. Read a few lines of your book slowly and silently.
- Exchange roles. You watch your partner's eyes.
- After you have both observed, draw or write about the movement you saw, and then tell each other how the eyes moved. Also note the differences between the "slow" and "fast" readings.

Four Speed Techniques Mind Map[®]



Guiding the Eyes

Work with a partner

- You observe as your partner moves his/her eyes around an imaginary circle, approximately two feet wide.
- Exchange roles.
Your partner watches your eyes move.
- You both draw the shape that you saw the other person make with their eyes.
- Next: Use your finger to trace the same size circle in the air. Your partner follows your finger with his/her eyes while you watch the eyes.
- Exchange roles.
- Each one of you draw the shape made by the other person's eyes.

Do you ever use a guide?

	Yes	No
Do you use a guide for any type of reading that you do?		
Do you run your finger down a column of figures to add them up?		
Did you used to run your finger down the names in the phone book?		
Do you use your finger to help find a word in a dictionary?		

Using a Guide

Equipment

- Finger!
- Pen
- Chopsticks

Methods

- Hold right-handed, hold left-handed.
- Rest at the point or hook to the point.
- Glide your guide so that your eyes are pulled along.

Do not

- Tap
- Hold the guide sideways.

Peripheral Vision

How wide? How high?

- Sit directly facing each other, knee to knee. You look straight at your partner's forehead.
- Your partner holds up his or her hands so that the index fingers point at each other. Then keep wiggling the index fingers while slowly pulling the hands apart.
- Tell your partner when you can no longer see the wiggling fingers. Notice the width.
- Repeat the same activity, pulling the fingers apart vertically.
- Change roles.

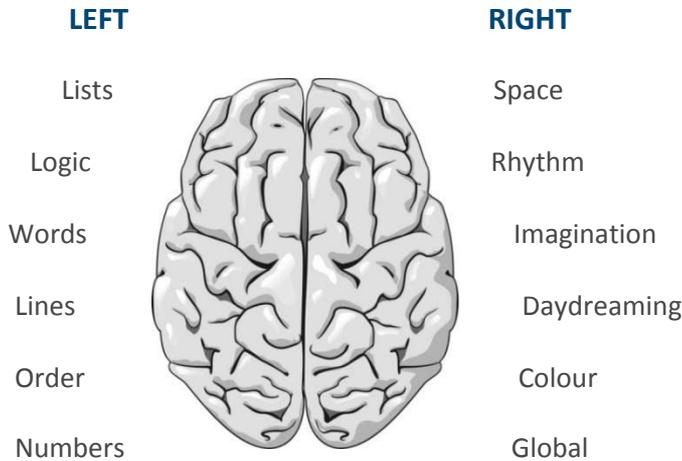
Note any conclusions and consequences below:

Seeing with the Brain

- If a visual stimulus is no longer new, we tend not to “see” it. If it changes, then we see it or notice it again.
- If we have been used to seeing or hearing something over a long period, then its absence, it’s not being there, can cause a “ghost like” response.
- Our physiological state colours what we see. If you are hungry, food appears in many places!
- Our initial exposure teaches us to “see”. For example, when kittens are raised in an environment with only vertical stripes, they can’t “see” horizontal lines. They negotiate around table legs but bump into low chairs, even though their vision is “normal”.
- Most reading problems stem from our beliefs, not our physiology.

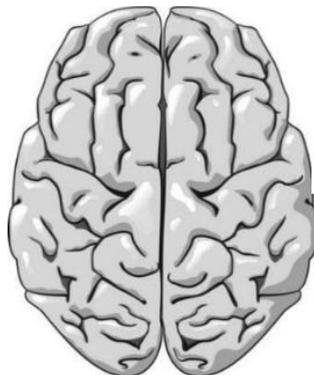
The Brain

95% of what we currently know about how the brain works has been discovered in the last 10 years.



You need to use your whole brain to read:

While the left side is busy with the words and numbers, the lines, order and logic...



...the right side is constantly alert for the shape of the words, the flow and the rhythm, for the colour and image created and for the overview of the whole book

THE DATA + THE MEANING

Your whole brain is necessary in both the processing as well as the seeing which occurs in the back of your head!

Brain State

There has been a great deal of work done in recent years to improve our understanding of how the brain best absorbs and retains information. Much of this work has revolved around the importance of being in an 'Alpha State'.

Our brains continually produce electrical patterns, waves, which differ depending on our level of consciousness. In the alpha state, it is now understood that our brains are at their optimum for learning.

The Alpha state is often described as a state of 'Relaxed Attentiveness'. Alpha waves are produced at a rate of between 8 and 12 waves per second. In this state we know that the following things happen:

- There is increased coordination between the two hemispheres of the brain.
- There is more access to the middle part of the brain, the limbic system.
- There is increased production of gamma aminobutyric acid – the neurotransmitter that helps us to block out unwanted stimuli.

Getting into an alpha state

Some people find it quite difficult to move into this state, whilst others find it relatively easy. The following have all been found to work:

- Meditation.
- Brain gym (physical exercises that are designed to coordinate the brain).
- Autogenic training.
- Yoga.
- Listening to non-choral music of the same tempo as brain waves (some Baroque and Early Classical music work well).

Association

Every word in your head has its own special:

Associations
Feelings
Thoughts
Sensory input
Connections
Memories

These associations are unique.

When you are reading, your interpretation of a word may not be the same as the author's. With an increase in your reading speed, you are less likely to stray from the author's intent.

Therefore as:

Speed 

Comprehension 

Note:

Comprehension

is **NOT** the same as

Memorisation

Reading Practice

Use the graph on the following page to record your reading speed and estimate of your comprehension level.

Range Reading Progression Chart

COMP.							
100%							
75%							
50%							
25%							
WPM							
2000							
1900							
1800							
1700							
1600							
1500							
1400							
1300							
1200							
1100							
1000							
900							
800							
700							
600							
500							
400							
300							
200							
100							
Ex. >>>>>	INITIAL						

Environment, Motivation & Concentration

Environment, Motivation and Concentration

What constitutes an 'appropriate' environment for reading depends partly on what you are reading and what your reading goals are. The Mind Map® on the following page represents a 'check map' of things that you will need to get right to get the most out of the reading process.

Inevitably there is some overlap between the three elements and in some cases what is right for one person may be different to what is right for another.

Environment

Getting the physical environment right is very important if the objective is to read efficiently and effectively; maximising the speed, comprehension and retention of what you are reading. There may be small variations from one person's optimum reading (and learning) environment to another's, but everyone will benefit from paying attention to these details.

Motivation

Because reading is also a leisure pursuit it can be easy to adopt a leisurely pose and attitude to reading for business or learning purposes. It is easy to pick up reading material without focusing on why we are reading it, what we are looking for, what questions need to be answered and whether it is essential to read it at all!

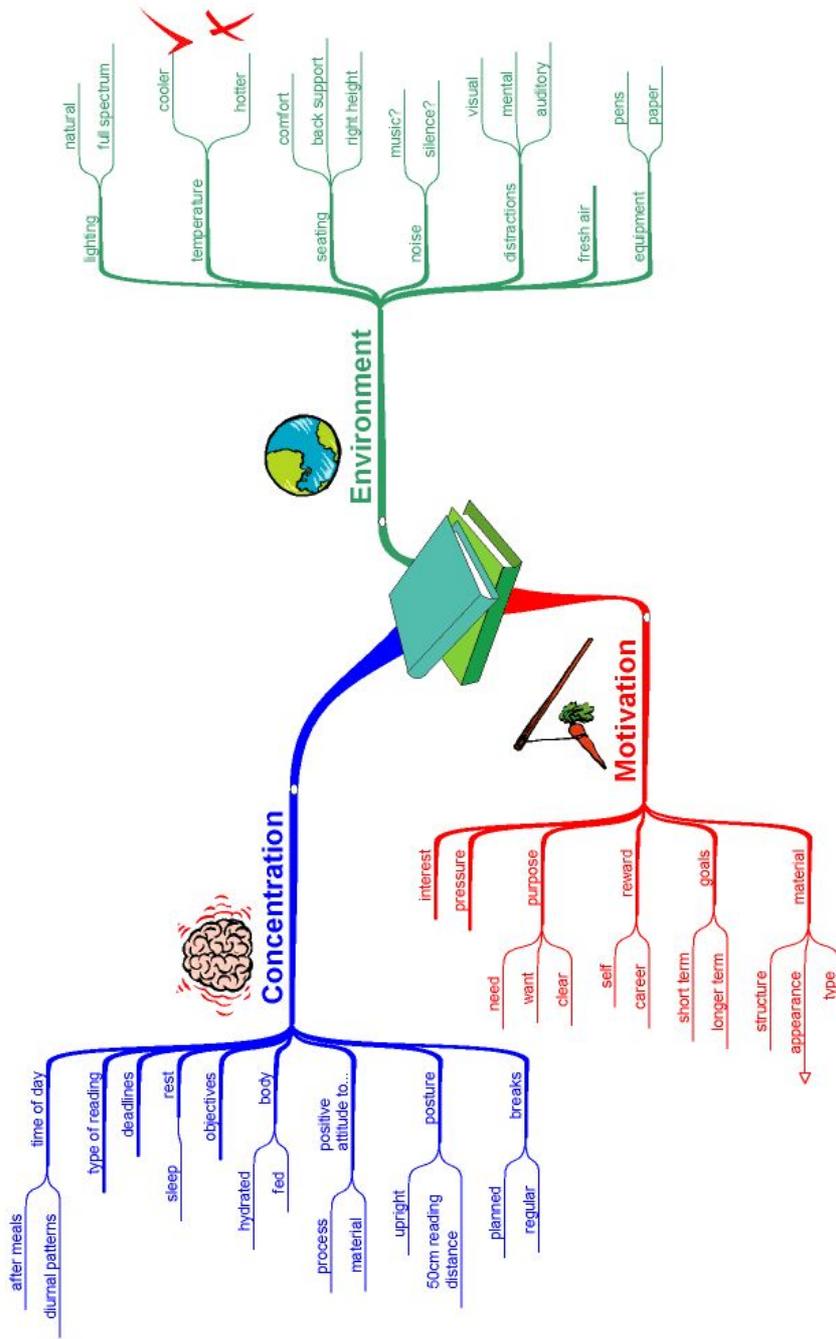
We need to be very clear about why we are reading something. If the personal benefit is unclear, it is unlikely that the reading will receive your full energy and attention.

Concentration

Our ability to concentrate fully on what we are reading is inevitably going to be influenced, positively or negatively, by a wide range of factors. Our diurnal patterns vary enormously; some people find they can concentrate much better in the morning than in the evening – for others the reverse is true.

However, many of the factors that affect concentration will apply equally to everyone; we all need to take regular, planned breaks, drink plenty of water, be positive about the material we are reading etc.

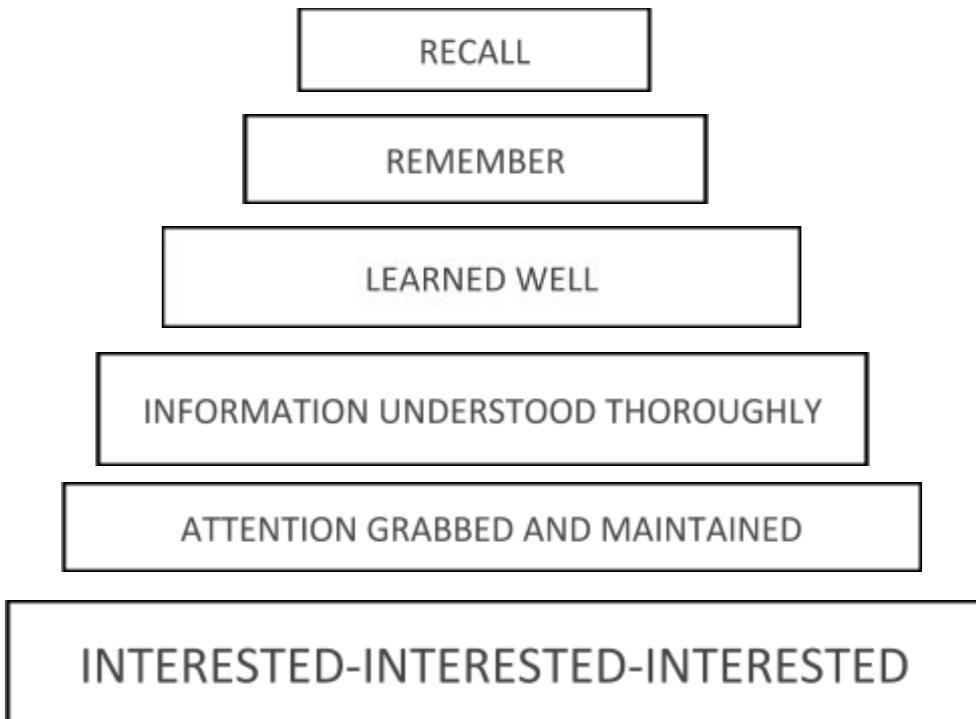
You may want to add to the following Mind Map your own comments or ideas for creating a positive reading environment in which you are well-motivated and able to concentrate to get the most out of the time you spend reading.



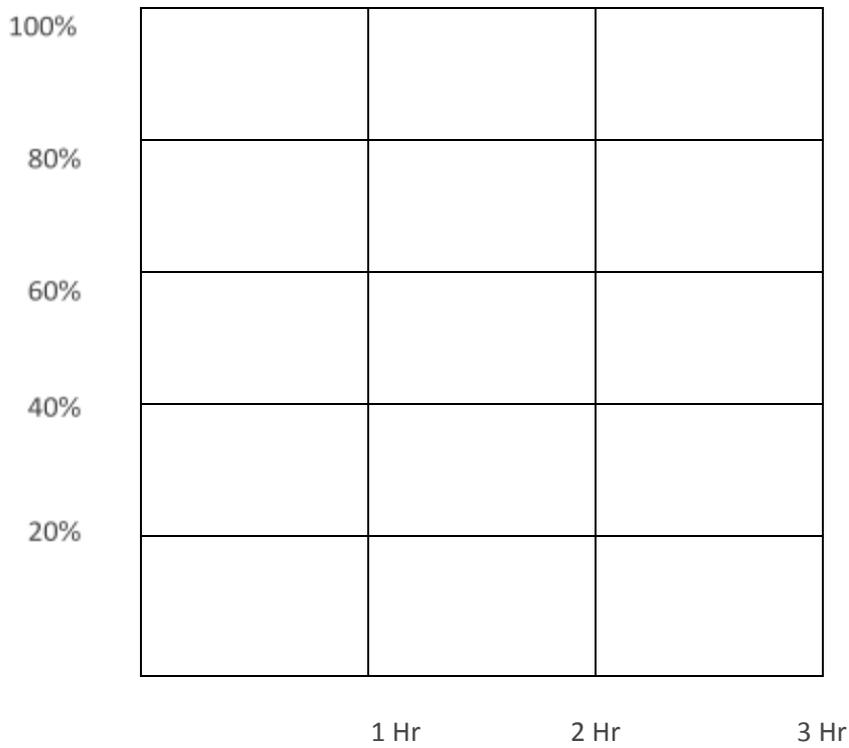
Memory Principles & Rhythms

*Why interest and attitude are
so important.....*

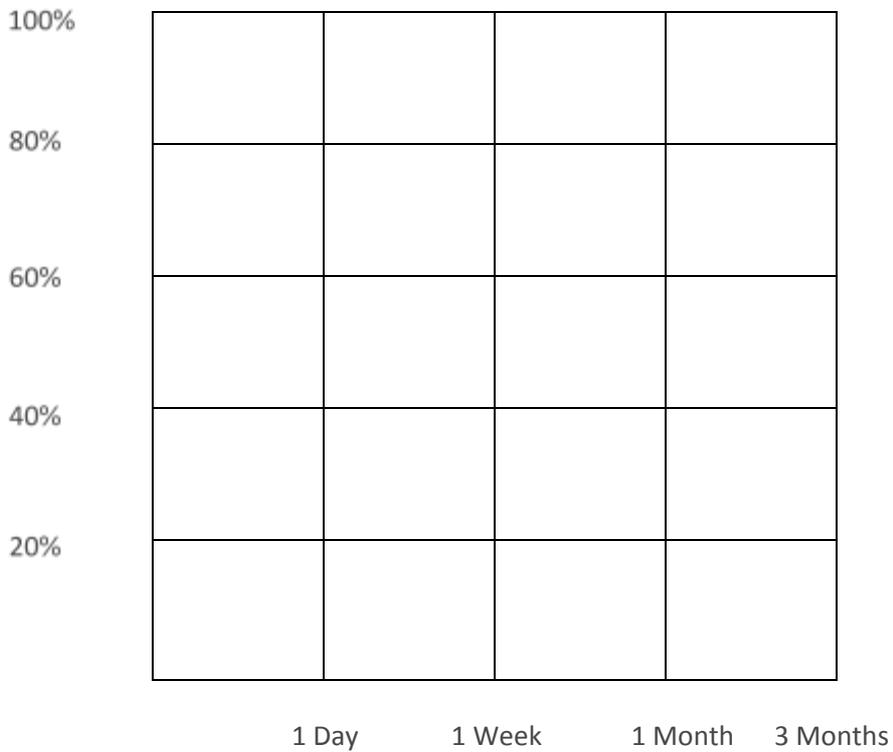
.....the pyramid of
recall



Memory Rhythm During Learning

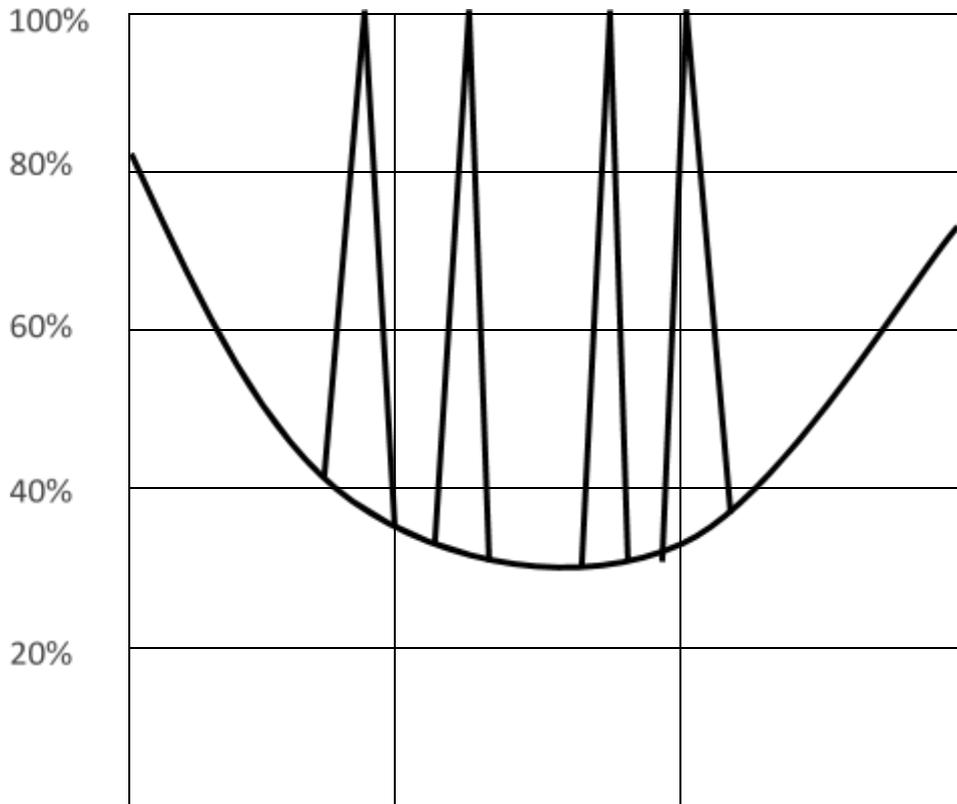


Rhythm for Recall After Learning

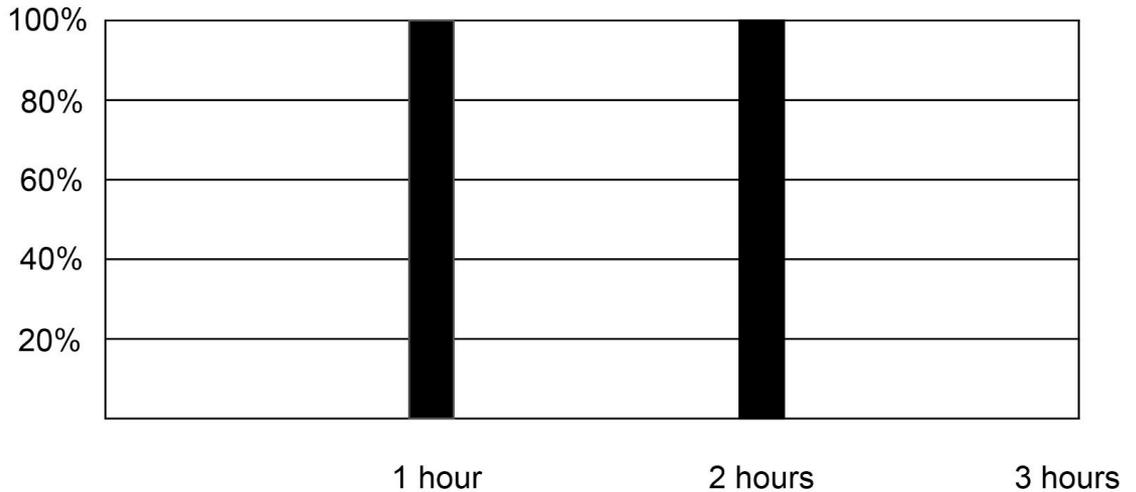


Memory Rhythm - Exercise

Memory Rhythm During Learning



Use **BREAKS** to create more beginnings and ends



Breaks....

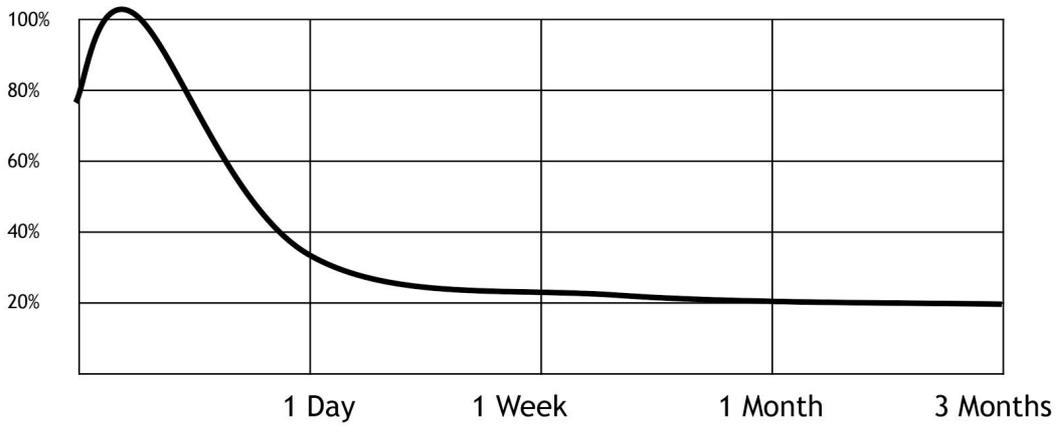
Every 20-55 mins Depending on...

- Difficulty of the material
- Interest level
- Mood, wellness
- Physical needs
- Surroundings
- Quantity of work

What to do?

- Move-dance, skip, walk
- Music, talk
- Healthy, light refreshment
- Fresh air
- Fun, juggle
- Relax, day-dream

Rhythm for Recall After



To improve recall after learning, we need to **REVIEW:**

- After one hour
- After one day
- After one week
- After one month
- After three months

Memory – Implications and Actions

It is not realistic to expect to be able to remember 100% of everything that we read. A more realistic goal would be to be able to remember the things that we need to remember, having read them in a way that maximises our chances of doing so!

Summarising some of the suggestions made on this course:

Be interested in what you are reading – this may mean focusing on longer term goals as well as simply deciding to be interested in the material itself.

Always conduct a browse of some sort – providing your brain with ‘grappling hooks’ for the detailed information you are going to read is essential.

Relax – being in an ‘Alpha State’ maximises the benefit of using your whole brain.

Take notes – we suggest Mind Maps® to maximise the use of the full range of your cortical skills and accentuate associations between various pieces of information.

Plan and take regular breaks – your brain needs breaks and so do your eyes.

Review systematically – after an hour, a day, a week, a month, three months.

Strategies & Approaches

The INSEAK[®] Strategy & Skills

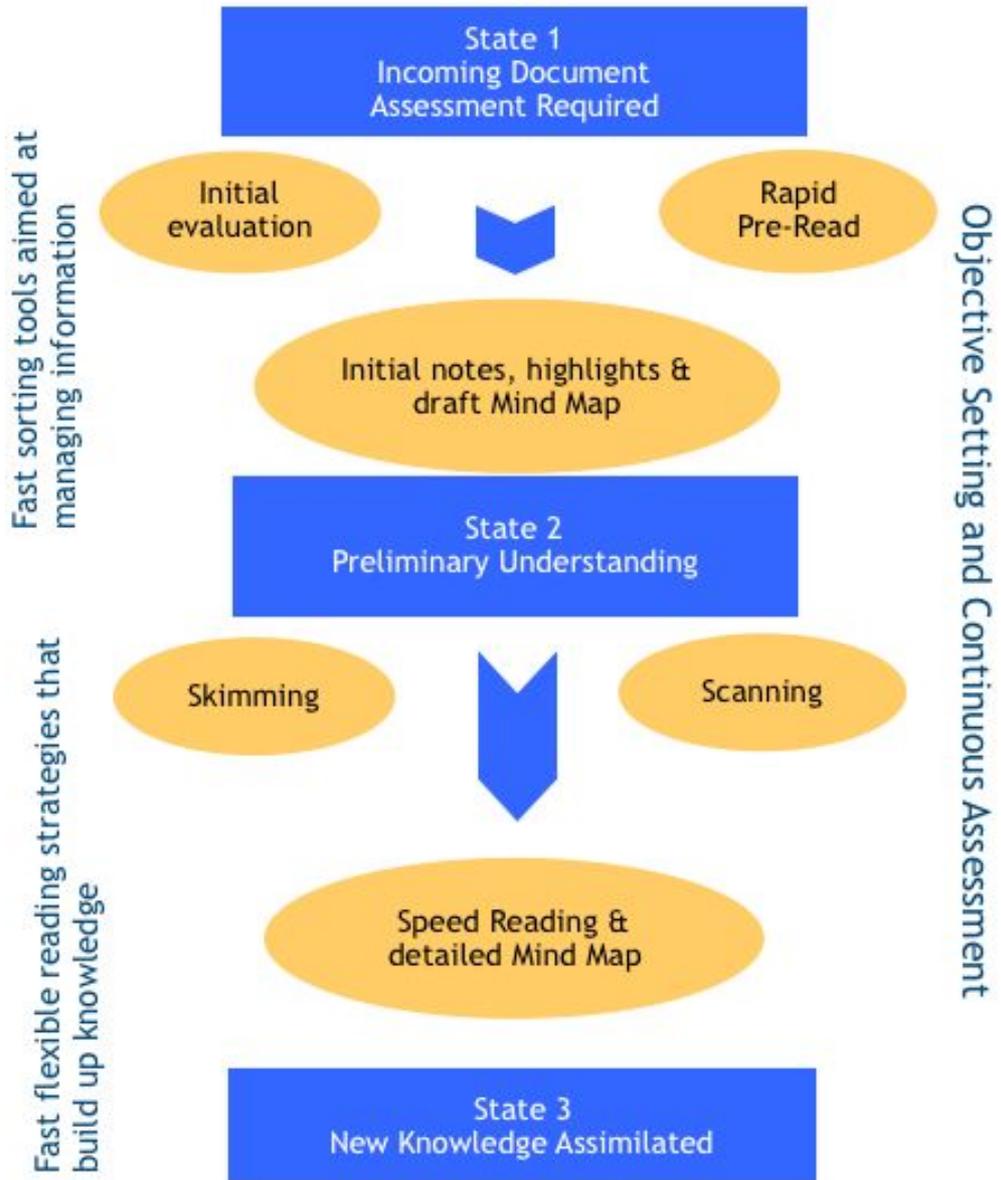
The emphasis on this course has been on reading for information and knowledge. The objective has been to provide you with a range of information and skills related to reading that will, if practiced, enable you to read more quickly and more effectively. You will also be able to adopt different approaches for different purposes.

This philosophy has been incorporated into an overall strategy, developed exclusively by Illumine, called INSEAK – the **IN**telligent **S**trategy for the **E**ffective **A**cquisition of **K**nowledge.

On the following pages, there is a brief introduction to the INSEAK approach together with additional tools and approaches that may be useful:

- Overview of INSEAK
- Assessment tools
- Reading strategies
- Tools and approaches

Overview of INSEAK®



The Intelligent Strategy for the Effective Acquisition of Knowledge

The Intelligent Strategy for the Effective Acquisition of Knowledge (INSEAK®) is based around the principle that we do not need to read everything that we are sent or given. The strategy, which can be applied to any document, is structured around three possible 'states'.

State 1: Incoming document - assessment required

Your reading strategy starts with the understanding that when a document arrives on your desk you are in a neutral state. In other words, you do not know whether the documents, reports, books, magazines and emails that you have been sent require your attention or not. Your first and immediate objective then is to find out whether these documents need to be read, need to be delegated or can be ditched.

State 2: Preliminary understanding gained

After you have conducted your initial statement you arrive at the second state which INSEAK defines as preliminary understanding. You now know which documents need your attention and, broadly, what they cover. However, you are still in assessment mode and having gained your preliminary understanding you now have to decide at what speed, and to what depth, you need to read those documents which you have determined are important.

State 3: New knowledge assimilated

You will not need to apply every INSEAK tool to every document you read. Assessment is a continuous process and typically in business you will be mining for information rather than reading for pleasure. However, when you do require a thorough understanding of a document, INSEAK will lead you to the third state of new knowledge assimilated.

In addition to having gained the new knowledge you required, INSEAK will also have led you through a process of generating a

robust review strategy - your detailed Mind Map - which will have clarified and coded all the key information you need for easy recall.

Assessment Tools (moving from state 1 to state 2)

There are three fast and powerful assessment tools - the initial evaluation, the Rapid Pre-read and the draft Mind Map. These tools are designed to help you establish, with the minimum of effort, what any document is about and whether you need to give it any further consideration. The Rapid Pre-read and draft Mind Map have already been introduced. Initial Evaluation is covered on the next pages.

Reading Strategies (moving from State 2 to State 3)

We have already covered how to speed read, and the following pages contain information about skimming and scanning.

Assessment Tool: The Initial Evaluation

The initial evaluation is a primary tool in your assessment kitbag. Very quickly it allows you to find out what the document in front of you is all about, what ground it is covering and what its promise is to you, the reader:

1. Start by looking briefly at the front cover of your book or magazine. What does the title suggest? If there is a graphic or picture what does it convey?
2. Now look at the back cover. Is there any useful information provided there? If it's a book see what the reviewers say and also check to see if there is a book flap which might provide a summary of the main themes or a reviewer's comments.
3. Read the Table of Contents to understand the structure of the document. What do the chapter titles or article headlines tell you?
4. And finally read the introduction and the final paragraph - or if it is a magazine read the foreword by the Editor. This should give you a good idea of the scope of the material and where you are heading. Like the box in which a jigsaw puzzle comes, you are looking for the overall picture and a way to orientate yourself.

Of course, this initial evaluation may need to change slightly if, for example, you are reading an article or a report. In the case of an article, for example, you would be looking at the title, the summary, the sub headings and probably the first and last paragraphs. However, the thrust of your evaluation is the same, namely, what ground is this piece of writing covering, is it interesting and/or relevant and, if it's not relevant do you need to pass it on to someone else or should you ditch it?

Reading Strategies: Skimming and Scanning

Skimming is a super-fast reading technique which enables you to catch the gist of the overall content. You skim in order to catch the headlines, identify the main themes, and get a sense of the story or the facts that are being told.

You need to skim when you have a great deal of information to get through and when you want to save time. But what are you doing when you skim read? In practice, you are flicking through the document looking for those devices put into the text by authors as signposts to their readers, and which you can use to further evaluate the content of the book, article or report you are reading. The devices to look out for include chapter headings, sub-headings, illustrations and captions, summaries and conclusions, pull out boxes or panels, case studies, quotes and bullet points.

Scanning is another super-fast reading technique which helps you to look for specific information. In the case of scanning you are not trying to understand meaning or sense - you are looking for specific detail or information. For example, you would scan when you are looking up phone numbers in a directory, or browsing schedules, catalogues or web pages for information. You would also use scanning when you want to find specific information in an article, document or book.

Hints on Scanning:

- Get clear on exactly what you are looking for. Write down key words as this process will focus your mind on the key questions to which you want answers.
- Don't read every word. Let your eyes move to the key phrases, words or details you are looking for - they will jump out at you.

- Use clues on the page such as chapter titles to guide you.
- Get into the author's head. How have they arranged their document? If it is an A-Z type document then only scan the section that you need.

Why Objective Setting and Continuous Assessment are so Important

Reading effectively is critical both for eliminating information overload and acquiring new knowledge. Continuously assessing how much knowledge you have gained compared to your objective is essential if you are going to use your time effectively. When we pick up a document we have to be clear about what we are looking to get out of it - factual information, learning, current news?

Of course, we are always assessing when we read but, typically, this is an unconscious process. We filter for interest and relevance, for meaning and learning. But we can be much more effective when we make this a conscious and continuous approach.

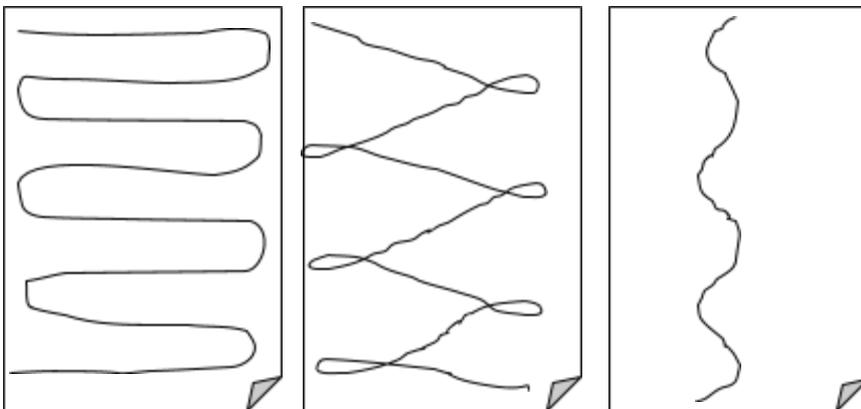
At any time you can decide you have enough information and bail out. A further skim or scan may be all you need. Each time you go through the material in front of you, you will be picking up more information, but you do not need to use all these techniques on every document you read.

Other Useful Tools and Approaches

Rapid-guiding

There are going to be plenty of situations when you will want to rapidly preview, review, skim or scan material. There are a number of eye patterns that can be used to facilitate this process. These make use of a guide (pen or finger for example) to direct the eye across and down the page. If you practice using these patterns at a variety of different speeds, you will find that some of them are very helpful for absorbing information from the page very rapidly and that they will help you to develop your peripheral vision. The key to this is to relax (alpha state) and to experiment.

Some of the most popular patterns are:



These are simply examples of different patterns that you may want to try. As you experiment with them to do your skimming and scanning (see next pages) you will start to find that some work better for you than others. Use the space below to note additional patterns that work for you.

Understanding Book Structures

Many books share a common structure. They have information rich areas and they have 'padding'. It can be argued that it is the padding - the analogies, stories, anecdotes etc – that bring a book to life and make it fun to read. That may, in some cases, be true. However, you may not want (or have time) to read everything that the author chooses to write.

Books inevitably vary, but a great number of them follow the pattern set out here:

- The first chapter sets out the framework for the book; how ideas and arguments are going to flow through the book.
- The last chapter often summarises everything of any importance that has been covered; results of experiments or surveys, conclusions, suggested actions, next steps etc.

It is not uncommon for ALL of the key information to be summarised in the last chapter. However, if you do need or want to get more depth, you will often find that the same basic pattern then repeats itself at the chapter level:

- A preview is contained in the first few paragraphs.
- A summary is contained at the end of the chapter.

Screen Based Reading

Many people prefer to print off emails and electronically received reports and read them on paper. However, whilst most of us will have learnt to read from printed books, the reality is that we now have significant volumes to read that reaches us electronically.

The following suggestions may enable you to avoid printing off reading matter and use the screen/computer to your advantage:

Page Up/Page Down buttons – use these to gain a rapid overview of the material, as you would for a 'browse'.

Mouse scroll wheel – as above!

Cursor/Mouse – use the cursor as you would a pen or finger, to guide your eye across and down the page.

Window width – this can be adjusted to a comfortable ‘fixation width’ and then stretched to help you extend your fixation width and improve your speed.

Contrast and Brightness – adjust to minimise eye strain.

It is more awkward to make notes on the screen, but cutting and pasting important information into a ‘Master File’ of knowledge, is a lot easier.

Prioritising Reading

If you have a large stack of unread material on your desk it can cause you considerable stress - there may be something vitally urgent and/or important that has got buried!

The following approach may help:

Take five to ten minutes to go through each item on your desk using the scanning or skimming approach. Use a guide to keep focused and to keep your mind on the page. Decide whether each item is something you need to read:

- Immediately?
 - Later on today?
 - Tomorrow?
 - Sometime in the future, and if so when?
- OR
- Can/should it be delegated or discarded?

It is important to skim through every page as there may be one section of the reading that is your responsibility and this may not be apparent from the table of contents.

If there are certain pages in a journal that you do need to read some time in the future, cut out relevant pages and throw away the rest. This helps you to develop a “Knowledge File” of information and avoids clutter which can cause stress and distraction.

Practice & Action Planning

Practicing

As you will have seen, there is nothing intellectually demanding about the ideas and techniques presented on this course. However, establishing new habits does take some time. Experts on learning generally agree that it takes around three weeks of consistent effort to establish a new habit. In order to maximise your benefit from this course we recommend the following:

- Use the Rapid Pre-read and INSEAK[®] strategy for all non-fiction reading
- Practice speed reading at least twice a day
 - start with 3 to 5 minutes per session
 - gradually extend the amount of time you speed read for
 - practice on less important material until you are confident in your comprehension level.

For some of your practice, attempt to read 30 to 50% faster than you believe you are capable of – your comprehension will probably fall but will recover dramatically when you slow back down to your previous speed.

- Always use a guide.
- Plan and take regular breaks.
- Review material that you need to remember after an hour, a day, a week, a month, 3 months.
- Take care to get yourself in the right ‘frame of mind’ to maximise the value you get from your reading.
- Use the various rapid-guiding, skimming and scanning approaches to consciously match your reading approach to your purpose.
- Test and record your progress periodically.

Action Plan

Use the space below to develop your own action plan to continue to develop and benefit from the skills learnt on this course. Be as specific as possible and put actions and check points in your diary NOW.