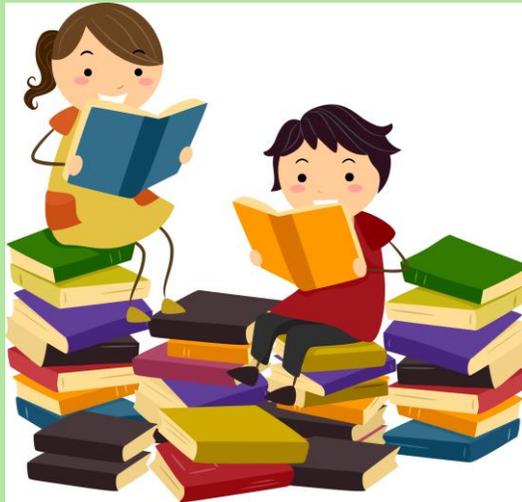


Reading Fluency at John Blandy Primary February 2025



Alphabetic Code

Our English language is very complex:

- 26 letters
- 44 phonemes
- Over 150 different ways to use them

- You need to understand over 90% of the text you are reading to be able to comprehend it!

Reading is an orchestrated process

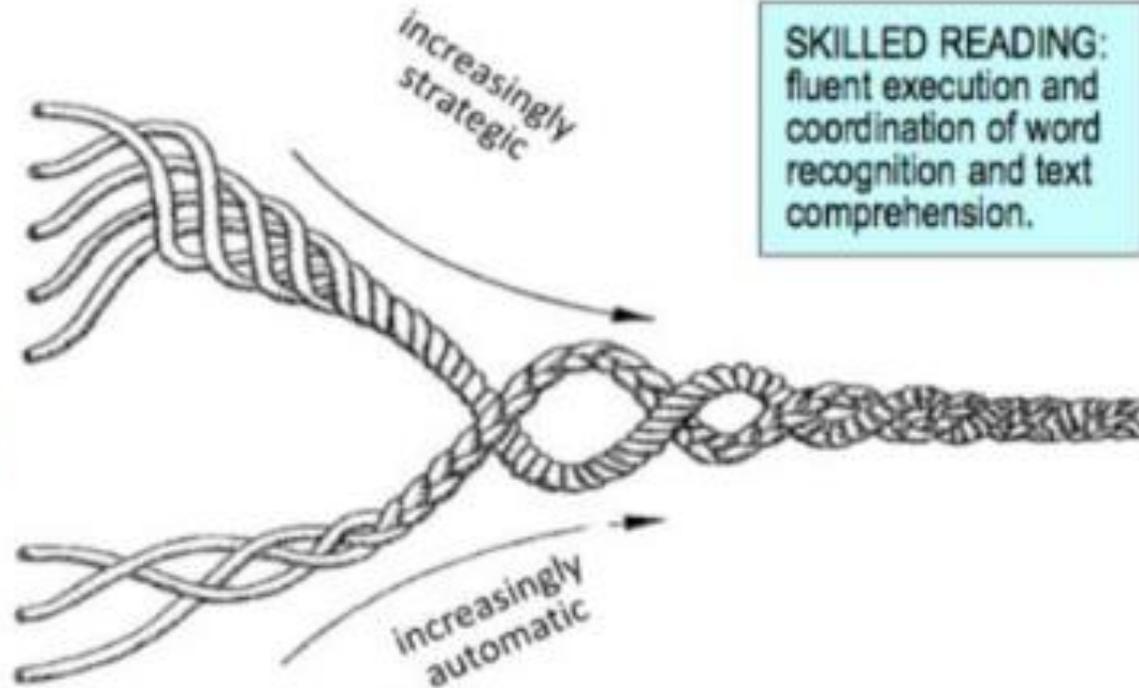
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



SKILLED READING:
fluent execution and
coordination of word
recognition and text
comprehension.

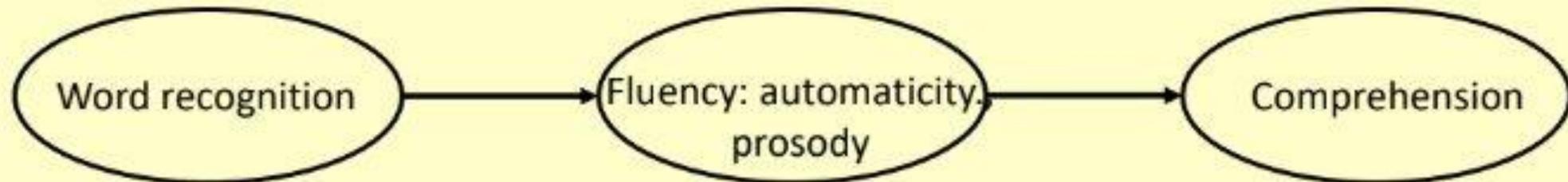
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

What is reading fluency?

- Reading with and for meaning. If the children can't achieve this, they can't comprehend the text they are reading.

It is a combination of:

- reading speed, accuracy.
- -reading with prosody- expression, intonation and tone.



Why does fluency matter?

The impact of cognitive load...

Our working memory has a finite capacity, and it will struggle to focus on comprehension if it is still heavily focused on decoding.

Prosody is the vehicle that drives our reading from decoding to comprehending with confidence. Reading with prosody allows you to understand the text as it has been written.

Developing a love for reading only happens when it is a pleasurable thing to do. Lack of reading fluency = reading being hard work and therefore not enjoyable.

An extract from Jackie Morris' Ice Bear

As read by a child struggling with prosody when reading:

*Words/ held/ a magic a word/ spoken in chance/ a wish/ or/ a whisper/ would hold
a magic/ that would shape the world/ into this world they/ were born in/ the dark
months/ when the cold/ and the wind/ turned water/ to stone/*

As read by the same child after prosody activities:

*Words held a magic/ a word spoken in chance/ a wish or a whisper/ would hold a
magic that would shape the world/ into this world/ they were born/ in the dark
months/ when the cold and the wind/ turned water to stone/*

How is fluency implemented at JBL in EYFS?

- Daily shared book each day to model prosody. Include opportunities for children to echo a sentence or two using modelled prosody.
- Choose texts with repeated refrains, rhymes and patterns that allow children to join in with reading. Encourage them to copy the modelled prosody and use character voices etc. Re-read texts many times and give children access to the books during continuous provision so that they can have a go by themselves.
- Support daily readers to read with prosody by modelling a sentence and getting them to repeat it. *Can you use your storytelling voice?*
- Routinely incorporate rich opportunities for children to sing songs, recite rhymes and learn poems by heart. These can be rehearsed over and over, with and without a copy of the text. Provide opportunities for children to perform known songs and rhymes to others.

How is this implemented at JBL in KS1 for those who are on RWI?

- Repeated reading aloud from picture books - Daily storytime at the end of each day
- Encourage children to read along (where words and phrases are accessible for them) and to read with good prosody. *Use your storytelling voice!*
- Incorporate repeated reading, echo reading, choral reading and paired reading to explicitly improve children's prosody in whole class and group sessions (including RWI and fluency groups)
- Sing songs and perform poetry together, providing the text for the children to follow, rehearse and perform.

What does reading look like at JBL in KS2 and for those who have finished RWI?

- 2 x discrete fluency sessions weekly
- 2 x extended read sessions (modelling prosody/fluency)
- 1 x close read session (comprehension skills)

Fluency Practice Sessions Yr2-6- regular practice of decoding and understanding words

- Using Reader's Theatre Approach
- 2x sessions a week (consecutive days)
- Select an appropriate book for your year group (short novel) and work through the book until completion.
- Each week the text should be between 150-200 words
- Each child to have a copy of the text in their WCR book.
- *How will these sessions run?*

Fluency Session Day 1

1. Adult model

2. Echo

3. Text Allocation-*(Repeated oral reading)*

**4. Repeated Choral
Reading/Performance**

5. Close Reading

An example extract from Year 5

Aimee skidded as she turned into the school gates and she tumbled through the door into the cool, dark hallway. The school cat, the colour of rust and ashes, jumped up from its seat outside the school office. She threw open the classroom door and stood gasping to get her breath back. Master DuPont glared at her, his hand that held the chalk frozen in the air and his face as sour as green plums. “Aimee Fletcher, you are late!”

Aimee nodded and panted, “Yes, but...”

“*Again*. What is it this time? Did your hen get its head stuck in the wire of the chicken shed? Or was it the cow today, kicking over the milk bucket? You have a different excuse everyday. Maybe you found a mermaid in the horse trough and stopped for a chat?”

“No, sir, but...”

“You have been late three times this week and you must be punished.” The teacher picked up a small book covered in leather. “You will take this book by Cicero, the great Roman writer. You will stay behind after school and turn his wise Latin words into French.”

Fluency Session- Day 2

- 1. Text Marking**
- 2. Practise (Repeated oral reading)**
- 3. Perform**
- 4. Reflect**

Reading mileage matters- the majority of every reading session should involve the children actively reading themselves.

What is text marking?

'Are we there yet?' moaned the young dragon.|| She had been flying |with her huge |fearsome mother |all night |and was beginning to get tired.||

'Yes, sweetfangs,' cooed her mother, |'here we are. || Home, heat home || Slowly |and gently |they spiralled down |through the cold night sky, |right into the boiling |bubbling heart of the volcano.||

Text Marking Session- Year 5

- Aimee skidded as she turned into the school gates and she tumbled through the door into the cool, dark hallway. The school cat, the colour of rust and ashes, jumped up from its seat outside the school office. She threw open the classroom door and stood gasping to get her breath back. Master DuPont glared at her, his hand that held the chalk frozen in the air and his face as sour as green plums. “Aimee Fletcher, you are late!”

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Assessing Reading Fluency at JBL

- Baseline pupils from Year 2- 6 using FFT reading assessments in September and record WPM and FFT band.
- FFT assessments to be completed 3 x a year.
- We look at the progress made in words per minute being read as well as their use of prosody (intonation and expression).

What can you do at home to help with reading fluency?

- Model reading fluently to your child by reading aloud to them.
- When your child is reading ask them to read part of it aloud, so they are practising their ability to read fluently. (Key for KS2)
- Practise some echo reading together by reading a sentence and then asking them to repeat or vice versa.
- Talk through vocabulary they are unsure of within their book (developing background knowledge and vocabulary bank.)
- Ask them questions about the text to help assess their understanding of the text.

- Reading fluently is an essential life skill that can only be developed over time and with practise.
- This is why we ask the children to read x 5 weekly.
- When children go to secondary school the reading demand across the curriculum significantly increases.
- Working together and reading daily will give our children the best opportunity to develop their fluency as well as fostering a love of reading.