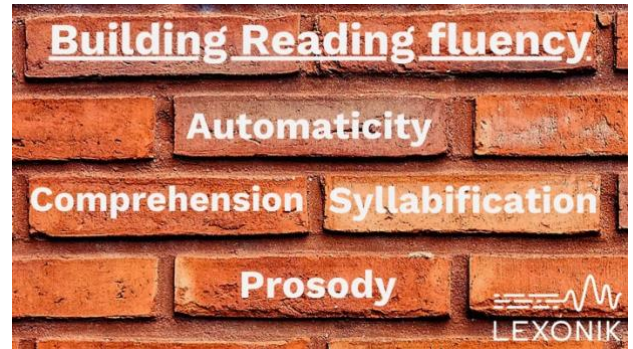





Reading Fluency



There is a wealth of evidence which highlights the important role fluency plays in pupils' reading development. The word 'fluency' comes from the Latin word 'fluentem' meaning 'to flow'.

Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.

According to the education Endowment foundation, fluency is made up of three main parts:

Accuracy 	Automaticity 	Prosody 
<p>Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.</p>	<p>The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.</p> <p>Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.</p>	<p>Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.</p> <p>Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.</p>


Every term, children's **prosody** is measured through the Fluency Rubric whereby a child reads a piece of text to their teacher. There are four areas to assess and four levels within each area. These are expression and volume, phrasing, smoothness, and pace. As a child reads aloud, an adult identifies which level, from 1 – 4, they are working at for each of the four areas. These are added together to give a score out of 16. Children need to score an appropriate total in relation to age-related expectations. If this total is not achieved, quality first teaching is adjusted, or an appropriate intervention is put in for a child.

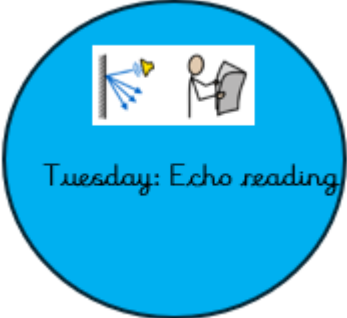
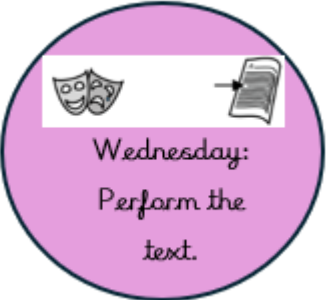
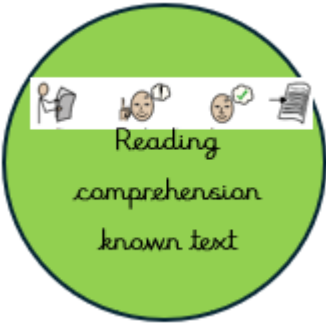
Reading Screener

	1	2	3	4
Expression and volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
	<i>I don't use expression when I read.</i>	<i>I sometimes try to use expression when I read but I might use it the wrong way.</i>	<i>I try to use expression when I read.</i>	<i>I use expression when I read and it helps me to understand the story better.</i>
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing: adhering to punctuation, stress and intonation.
	<i>I read word by word. Sometimes I group words together.</i>	<i>I often group words together when I read but I don't use punctuation to create phrases.</i>	<i>I always group words together when I read but sometimes they are small groups of words.</i>	<i>I am really great at grouping my words together when I read. I rarely make mistakes.</i>
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
	<i>I don't pay attention to the full stops, exclamation marks or commas when I read.</i>	<i>I am starting to pay attention to the punctuation when I read but I might use it in the wrong way.</i>	<i>I usually pay attention to the punctuation but I might make a mistake once in a while.</i>	<i>I pay attention to the punctuation and use it to help my understanding of what I read.</i>
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.
	<i>I am really slow and need to blend most words. It is difficult for me to understand what I read.</i>	<i>I can be slow when reading because I am reading word by word. I take breaks and pause too long.</i>	<i>I try to read like I talk but sometimes it is too fast or too slow. I take breaks, pause and repeat sometimes.</i>	<i>I almost always read like I talk. I can speed up and slow down because it sounds better for the listener.</i>

Throughout the school, fluency is modelled daily by the Class Teacher during story time. Teachers read daily with those children who need to build fluency and prosody. It is specifically taught in EYFS and Key Stage 1 through one of the three Reading Practice Sessions every week. Fluency is then assessed at the when children finish Phase 5 Set 5, typically in Year 2.

Fluency is then built upon further in Key Stage 2 by using the following model:

Element	Teacher activity	Children's activity
Pre-read (teacher only)	Teacher to mark up the text to denote pauses (phrasing) circle words to show emphasis and underline any words that need to be implicitly taught to children. Teacher to write questions to derive understanding from the text.	N/A (this is done prior to the lesson.)
1 st read: Prosody Monday 	Teacher to model reading with fluency (accuracy, automaticity, prosody), stopping at any words that have been underlined to quickly explain them through pictures, actions, and/or a pre-determined synonym. These words should be added to the vocabulary tiles, visible to all children.	Children to follow with a ruler. Vocabulary work on whiteboards: AFL

<p>2nd read: Prosody (Echo reading) Tuesday</p> 	<p>Teacher to model with fluency (accuracy, automaticity, prosody).</p> <p>Echo reading. Teacher reads chunks of the text with fluency and children to echo and read back.</p>	<p>Children to follow along with ruler.</p>
<p>3rd read: Automaticity Wednesday</p> 	<p>Children to sit with a reading partner and read the text in pairs.</p> <p>Teacher and TP to visit pairs to check fluent reading and note down any words that children are finding difficult to read.</p> <p>Teacher explains they will be performing in pairs.</p>	<p>Children to reads fluently and underline any words they find tricky.</p> <p>Child 2 to give appropriate feedback/support. They then swap.</p> <p>Children perform. Other children follow along with ruler.</p>
<p>4th read: Reading comprehension known text Thursday</p> 	<p>Teacher models the reading domain/s for that lesson, using VIPERS as a reference guide.</p> <p>Teacher to ensure there is a wide variety of reading domains taught over the term.</p>	<p>Children complete comprehension questions on the text from M-W.</p>

5th read: Reading
comprehension unknown
text
Friday



(same as the day before but
with an unknown text.)

Children complete
comprehension
questions with an
unknown text.