

Reading



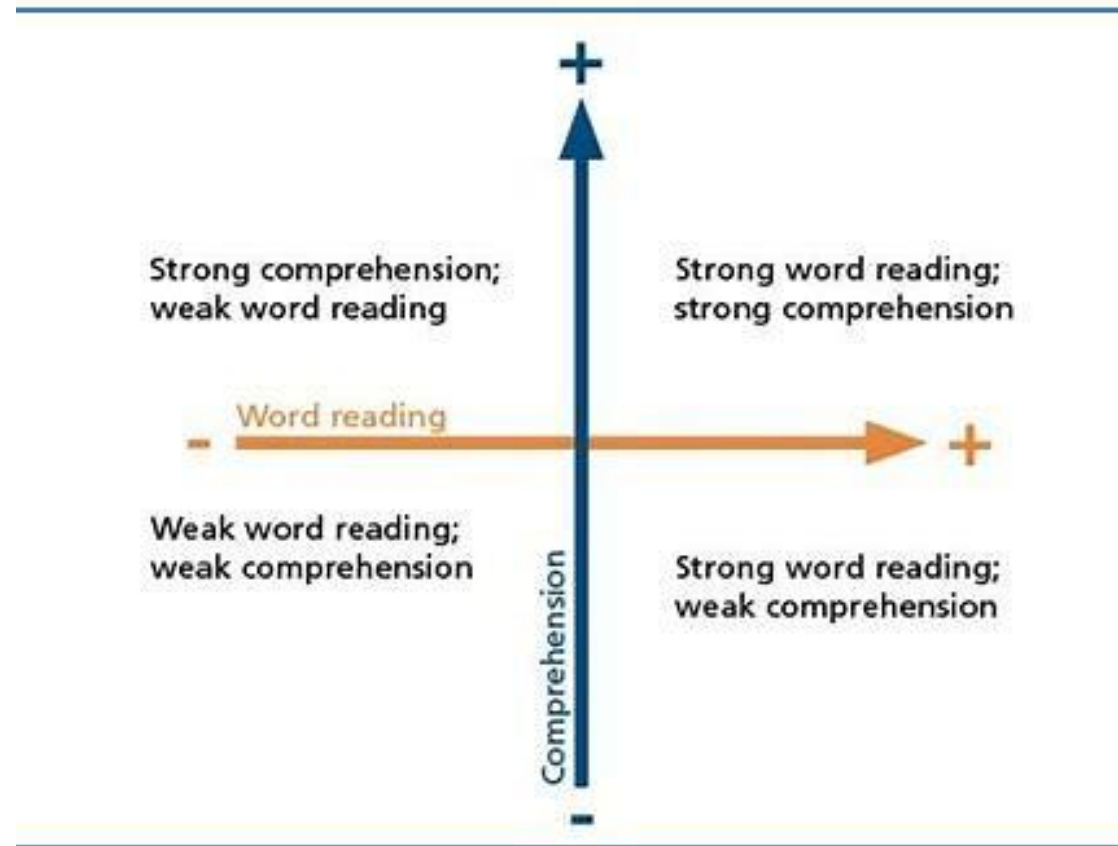


Developing a Reading Culture

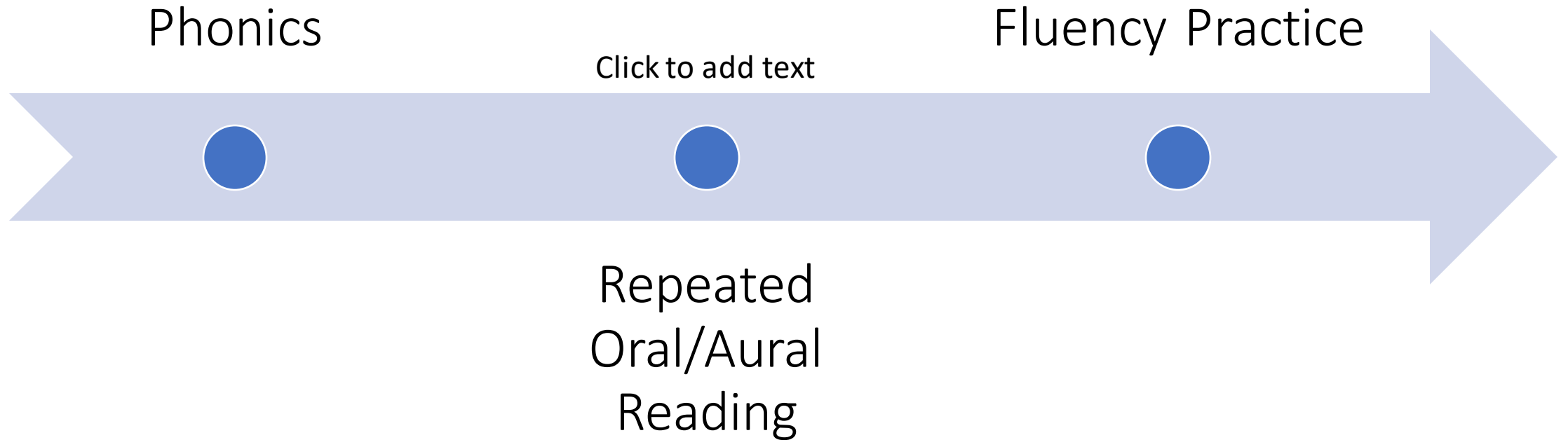
- Reading survey
- Reading for Pleasure time
- Daily Reading aloud time
- Poem of the week
- Recommendation systems
- Book clubs
- Visits to the library
- Use of School Library
- Inviting Book Corners inside and out
- Weekly reading lessons

How we read:

- Simple view of reading, Gough and Tunmer 1986



Mechanics of Reading





What is Fluency?

Reading fluency can be defined as reading with accuracy, automaticity and prosody.

When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension

If a child is 'barking at print' we need to teach them how to read fluently.



Accuracy

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.

Automaticity

- 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.
- Ensure all the phonic building blocks are in place then use fluency practice to develop fluency. The comprehension will then come more naturally.
- Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.





Prosody

- 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.
- 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.
- Prosody requires a knowledge and understanding of the function of punctuation.

How do we develop fluency?

We can only develop fluency by reading aloud.

Repeated oral reading of a wide variety of texts

- Use challenging, un-memorisable texts
- Model and guide the children as to how to read it aloud fluently
- Use the 'echo' technique
- When the teacher is reading aloud to the class (daily) occasionally point to each word
- Peer oral reading with set rules weekly from Y2-6 (in pairs or to the class)
- At the start or end of each foundation subject lesson, get the children to read aloud from a non-fiction book

Guided Oral Reading Instruction

- Guided oral reading instruction is when fluent reading of a text is demonstrated by an adult or peer, modelling the 3 Ps (pronunciation, phrasing and prosody). Pupils then read the same text aloud with appropriate feedback. This may also include assisted reading strategies such as paired reading and use of technology.

Repeated Reading

- Repeated reading is when pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Strategies such as choral, echo or mumble reading can help to provide oral support for reading for pupils. Reader's Theatre is also a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency.

A photograph of a theater interior. The foreground is filled with rows of plush red seats. In the background, a stage is visible, illuminated by warm, golden-yellow lights that create a bokeh effect. The overall atmosphere is cozy and inviting.

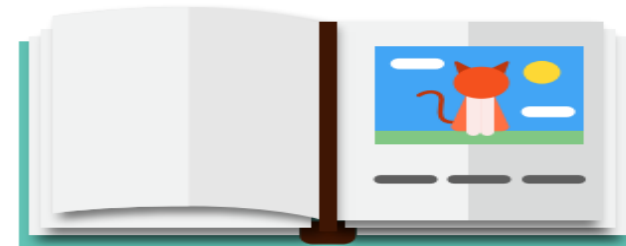
Reader's Theatre

[KS2-Lit-Readers-theatre.pdf](#)

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Myth 1: 'Accurate decoding automatically leads to good comprehension'

- Word reading fluency is important, but is not sufficient to guarantee comprehension.
- Some pupils become skilled at word recognition but then struggle to comprehend what they read.
- Fluency practice helps to bridge this transition to better comprehension.



Myth 2: 'A fluent reader is a fast reader'

- Fluency is sometimes confused with how quickly a pupil can read a piece of text. In fact, faster reading does not lead to better reading.
- The aim of fluency practice should be to support pupils to read at a pace which allows comprehension to flourish (whether reading aloud or silently).



Myth 3: *'Silent independent reading improves fluency'*

- Silent reading in itself does not lead to improved reading fluency. However, the connection between oral reading and silent reading is clear: fluent oral reading leads to fluent silent reading.
- Teachers modelling oral reading is an important part of fluency practice, so that pupils have the opportunity to 'hear' what fluent reading sounds like.
- Assisted reading strategies, such as paired reading or the use of technology, can be helpful in supporting independent reading.



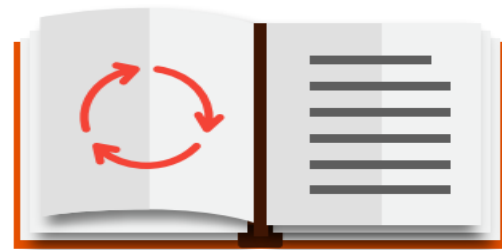
Myth 4: 'Teacher modelling of oral reading alone improves fluency'

- Reading aloud to pupils is an opportunity to model expert reading but is not sufficient on its own to improve fluency.
- Scaffolding pupils' reading through a gradual release of responsibility from teacher modelling to independent reading is an important process when developing fluency and independence.



Myth 5 '*Reading a text once is enough*'

- Pupils face many challenges when reading an unfamiliar text such as navigating new vocabulary, grappling with text structure or a lack of background knowledge to draw upon as they read. Therefore, reading a text once is rarely enough for good comprehension.
- Repeated reading allows pupils to rehearse and refine their reading of complex texts with improved fluency and comprehension, and these benefits can then be applied to the reading of future new texts.



Myth 6: *'Fluency practice is best suited to fiction texts'*

- From exploration of character in a drama text to understanding photosynthesis in a scientific text, developing fluency will support comprehension of all types of texts.
- However, picking the right text is crucial. It should be motivating, challenging and diverse.
- Texts should offer opportunity to deepen subject knowledge and encounter aspirational tier 2 vocabulary and longer sentence structures.



Myth 7: 'Fluency practice is not appropriate for older pupils'

- Reading fluency is not linked to age and therefore fluency practice shouldn't be either.
- We can all struggle to read a text fluently if it's pitched at a level that's too difficult for us. Equally, we can all be very fluent when reading a text which is too easy.
- Some older pupils will require fluency instruction to support them to access and comprehend texts appropriate for their curriculum.



Myth 8: *'Practices such as 'round robin reading' improve fluency'*

- 'Round robin reading' or 'popcorn reading' are strategies that are often used with good intention. However, selecting pupils at random to read aloud, without time to practise, can lead to unnecessary embarrassment, stress and cognitive load for pupils. Likewise, listening along to slow, dysfluent reading can put other pupils' comprehension at risk.
- Assisted reading or repeated reading are better alternatives when seeking to include more pupils in reading practice.



Assessing and Monitoring Fluency



Assess 2x per year any student
who has not achieved fluency



Fluency = 110wpm + 99%
accuracy + prosody



[Official DIBELS Home Page |
DIBELS® \(uoregon.edu\)](#)

References

- Herts for Learning "Reading Fluently Misconceptions" (handout)
- Education Endowment Foundation "Reading Fluency" & "Improving literacy in KS2 – Readers' Theatre" (handout)
- Gough and Tunmer (1986) - The Simple View of Reading
- Christopher Such - "The Art and Science of Primary Reading" (I have a copy if you want to read it!)
- Pie Corbett - "Talk for Reading" (ASCL online CPD)
- Bob Cox - "The Opening Doors" series (Can we purchase, please?)

NEXT INSET: Comprehension