

WHAT IS FLUENCY IN KS2?

When children enter Year 2, they are required to read fluently. Fluency is the ability to read smoothly and automatically, with expression and attention to punctuation and without overtly relying on the need to decode words. We continue to develop this skill further in KS2.

Pace – the speed at which you read

- The goal is to read at “just the right” pace.
- Reading not too fast and not too slow (at approx. 90 words per minute).



Phrasing – chunking [the words] together with meaningful phrases

- Reading in phrases and not words one at a time.

One Sunday afternoon Jim's grandma filled a big pot with meat and put it on the stove.

Intonation (Expression) – reading with feeling in your voice.

- Changing your voice to match a character
- Reading like you speak (not like a robot)
- Moving your voice up and down in appropriate places e.g. BANG or “Who’s there?”



Punctuation – reading with attention to punctuation.

- Stopping at full stops
- Pausing briefly at commas
- Making your voice go up for question marks
- Showing excitement for exclamation marks
- Recognising speech marks and changing the voice independently
- Pausing for an ellipsis.
- Reading a longer, more complexly punctuated sentence and whole paragraphs with pace and intonation.
- Picking up on the effect created by the punctuation within a section.



In KS2, children are often ‘free readers’. With that in mind, how can I help my child to become more fluent?

- Continue to listen to your child read several times during the week.
- Ask your child to read a paragraph / page / chapter **more than once** – the first time allow them to make mistakes; they may need to read it slowly and sound out words.
- Encourage them to look up unfamiliar words in a dictionary and jot the meaning down if needed – this is particularly important in Upper Key Stage 2.
- Ask them to read the section again; they should have remembered the words they found tricky and therefore read more smoothly and with an increased pace.
- Read sections back to your child, modelling phrasing and intonation.
- Ask your child to read it again, imitating how you read.
- Share a book with your child - they should read a page followed by you reading a page allowing them to hear phrasing and intonation regularly.

These tips will help to build fluency and understanding as your child will soon begin to employ these skills independently.

Try it with the extract below:

In another moment down went Alice after it, never once considering how in the world she was to get out again. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything: then she looked at the sides of the well, and noticed that they were filled with cupboards and bookshelves: here and there she saw maps and pictures hung upon pegs.

She took down a jar from one of the shelves as she passed; it was labelled “ORANGE MARMALADE,” but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

“ Well !” thought Alice to herself, “ after such a fall as this, I shall think nothing of tumbling down stairs ! How brave they ’ll all think me at home! Why, I wouldn’t say anything about it, even if I fell off the top of the house !” (Which was very likely true.) Down, down, down. Would the fall *never* come to an end?