

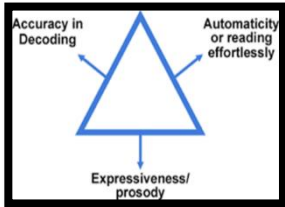
Reading at Harrow Gate Academy

“Fluency... should be part and parcel of how we teach reading and how we teach teachers of reading. In other words we should be as explicit in how we help a child learn to read fluently, as we are in teaching a child to decode a word accurately.”
Wolf (2003:3)

What we know...

Reading fluency is necessary for comprehension and motivated reading and is described as a bridge between early and later reading phases.

If readers do not develop adequate levels of fluency they can become stuck in the middle of the bridge; able to decode words but with insufficient automaticity to adequately facilitate comprehension.



Fluency has many subtle mechanisms that are interdependent and therefore difficult to separate.

These mechanisms work together to enable fluent reading. Most definitions of reading fluency include three observable and measurable components: accuracy, rate and prosody (expression).

Accuracy:

To be considered a fluent reader, reading must be accurate. For a reader to comprehend what a text means, the text first must be read with a certain level of accuracy. This level of accuracy requires accurate word reading and therefore knowledge of the alphabetic principle and adequate decoding skills. It also requires the recognition of irregular words. Once a word is recognised its correct meaning can then be accessed.

For a truly fluent reader, accurate word recognition and meaning happen simultaneously and instantaneously. When this happens, reading has become automatic.

Rate:

Rate refers to the speed with which a child reads text – but speed alone does not facilitate comprehension - as a fast reader is not necessarily a *fluent* reader. Fast reading can be inaccurate and negatively impact comprehension.

Prosody or Expression:

Prosody – often referred to as ‘expression’ - is a component of oral reading that includes pitch, tone, volume, emphasis and rhythm in speech or oral reading.

When oral reading sounds as effortless as speech, mirroring the melodic features of spoken language, we can say that the reader is using suitable prosody.

What we will do...

Phonic decoding skills must be practised until children become automatic and fluent reading is established.

Fluent decoding is only one component of reading. Comprehension skills need to be taught to enable children to make sense of what they read, build on what they already know and give them a desire to want to read.

Reading practice sessions – Early Reading

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books match the progression of Little Wandle Letters and Sounds Revised.

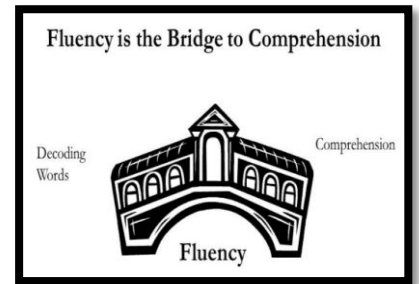
Reading practice sessions take place at least **three times a week**. Each reading practice session needs to have a clear focus, so that the demands of the session do not overload the children’s working memory.

The reading practice sessions focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text.

At the end of the three sessions, the children take the book home to share with parents.

Children will access fully decodable books until they are fluent in the use of their phonological knowledge and skills. Typically, this would be at the end of year 1 as the children progress to Big Cat stage 8 as they enter Year 2.



Children in Y3/Y4/Y5 who are able to read at age related expectation will access **Reading Plus** three times a week during ERIC Time to ensure that timely progress in fluency and comprehension is made.

Teacher guided instruction will also continue through small group reading activities.

Reading practice sessions – developing readers and fluency

The structure of reading sessions will be continued as the children progress through the Big Cat reading phases.

The assessment of reading will be supported by the **CLPE's Reading Scales and HGPA reading continuum** to ensure that assessment is precise.

Teachers know how reading develops and how they can facilitate this at each stage. They will use seminal reading theory to support this; namely **The Scarborough Reading Rope** and **Perfetti's Comprehension Bottleneck**.

Decoding (where required) vocabulary, Prosody and Comprehension remain the focus of the practice sessions and the children take their book home once they are complete.

Teacher guided instruction should include:

1. accuracy in word recognition
2. modelled fluent expressive oral reading
3. knowledge of text difficulty
4. repeated (practiced) reading of authentic texts
5. assisted (scaffolded) reading

*Children working below age related expectation will continue to be a high priority for the class teacher and follow the teaching of reading appropriate matched to their ability

Fluent decoding must be mastered in Y3 and for children who are unable to do this provision must be clearly planned and monitored weekly; through daily phonics sessions and regular reading sessions.

Reading books

Year Group	Stages for ARE	Reading session expectation / Reading file/ Home
Reception	Little Wandle Letters and Sounds Phase 2 set 1 → Phase 4 set 2	3x week Little Wandle Reading sessions in groups. Recorded on the L&S practice session grid Class reading tracker Reading continuum – Children plotted <i>Home reading – focus phase book at the end of session 3 and shared reading for pleasure</i>
Year 1	Little Wandle Letters and Sounds Phase 4 set 2 → Phase 5	3x week Little Wandle Reading sessions in groups. Recorded on the L&S practice session grid Class reading tracker Reading continuum – Children plotted <i>Home reading – focus phase book at the end of session 3 and shared reading for pleasure</i>
Year 2	Stage 8 → Stage 11 Stage 10 / 11 extension texts for GD readers	2x week group 'Reading practice session' Recorded on 'record sheet stage 8 – 15' Class reading tracker Reading continuum – Children plotted <i>Home reading – focus phase book and shared reading for pleasure</i>
Year 3	Stage 12 → Stage 13 3 x a week Reading plus for fluency	2x week group 'Reading practice session' Recorded on 'record sheet stage 8 – 15' Class reading tracker Reading continuum – Children plotted Reading plus data <i>Home reading – focus phase book and shared reading for pleasure</i>
Year 4	Stage 14 → Stage 15 (2Xweek) (Reading practice session record 8-15) 3x a week Reading plus for fluency	2x week group 'Reading practice session' Recorded on 'record sheet stage 8 – 15' Class reading tracker Reading continuum – Children plotted Reading plus data <i>Home reading – focus phase book and shared reading for pleasure</i>

Year 5	Stage 16 → Stage 18 Free reading high quality texts in class library 4x a week Reading plus targeted teaching and support	2x half term group reading discussion Recorded on 'Book Talk' grid Class reading tracker Reading continuum – Children plotted Reading plus data <i>Home: Stage book and free book from class library</i>
Year 6	Free reading high quality texts in class library 5 x a week Reading plus targeted teaching and support	2x half term using book talk grid Recorded on 'Book Talk' grid Class reading tracker Reading continuum – Children plotted Reading plus data <i>Home reading- Reading plus (iPad loan) and book from class library</i>

Support for reading: Children who are not age related for year group.

EYFs – KS1	Little Wandle Letters and Sounds: children continue to learn the phonetic code. Little Wandle catch up	3x week Little Wandle Reading sessions in groups. Recorded on the L&S practice session grid Class reading tracker Reading continuum – Children plotted <i>Home reading – focus phase book at the end of session 3 and shared reading for pleasure</i>
Year 3 and Year 4	Little Wandle Letters and Sounds: children continue to learn the phonetic code. Little Wandle catch up	3x week Little Wandle Reading sessions in groups. Recorded on the L&S practice session grid Class reading tracker Reading continuum – Children plotted <i>Home reading – focus phase book at the end of session 3 and shared reading for pleasure</i>
Year 3 to Year 6	Identified gaps in phonetic code: Phonic support: BIG CAT phonics for letters and sounds 7+	Reading groups 3xweek or 1:1 targeted reading to narrow gaps Recorded on the L&S practice session grid Class reading tracker Reading continuum – Children plotted <i>Home reading – focus phase book at the end of session 3 and shared reading for pleasure</i>
Year 5 and Year 6	Children reading stage 8 – stage 11 High / Low BIG CAT books to develop fluency	1:1 reading daily with targeted GPC and vocabulary. Recorded on reading practice stage 8-15 Class reading tracker Reading continuum – Children plotted <i>Home reading – focus phase book at the end of session 3 and shared reading for pleasure</i>