

Guidance: Little Wandle Fluency

We want all children to have the secure phonic knowledge needed to be able to read. But being a fluent reader is so much more. We need to make teaching reading our priority so that every child can unlock all aspects of reading. When we teach reading fluency, we do just that. As Maryanne Wolfe says: *'Reading fluency involves every process and subskill involved in reading. ... [It] is influenced by the development of rapid rates of processing in all the components of reading.'*

Little Wandle Fluency teaches all aspects of reading using vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. Each book has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond; making sure every child can become a confident, fluent and motivated reader.

Teachers have been integral in every step of the Fluency programme from its inception to trialling in schools across the country. A team of teachers has worked with the Little Wandle team to create teaching notes that are steeped in research and rooted in practice.

We know that you will love teaching reading with Little Wandle Fluency!

Who is Little Wandle Fluency for?

Little Wandle Fluency is for children who have completed *Little Wandle Letters and Sounds Revised* or another systematic synthetic phonics (SSP) programme and are secure at reading the final level of books. It is not for children who still need phonics instruction. If you are joining Little Wandle Fluency from another SSP, please use the Little Wandle Fluency initial assessments to check if your children are reading at the right level of speed and accuracy to benefit from the programme.

The power of prosody and repeated reading

We want children to become readers who can bring the text alive in their minds and voices.

‘There is growing evidence that a significant relationship between prosodic reading and reading achievement exists, along with strong correlations with prosody and comprehension development.’ (Rasinski, 1985)

We teach prosody in every Little Wandle Fluency reading lesson, building on the familiar practice from the Little Wandle core programme reading practice sessions. We know teaching prosody helps children to understand the text at a deeper level and connect to language – it makes the meaning of the words come alive for them as readers.

The supportive teaching notes for each lesson help you to teach prosody with a clear focus, so you and the children gain a repertoire of prosody practice. In our trials children loved this aspect of the lesson and enjoyed becoming masters of reading aloud!

‘Each time a student reads a text, their reading improves on many fronts ... More importantly, when they move to a brand-new text to read, their gains “stick”.’ (Rasinski, 2018)

Each Fluency lesson includes repeated reading. We have chosen the activities we believe have the biggest impact and are easiest to implement in a group. They are:

- echo reading
- rehearsed reading
- emotion reading
- marking up texts for reading with prosody.

There are prompt cards that explain how to teach these activities as well as helpful ‘How to’ videos to help you prepare to teach prosody and repeated reading.

Fluency and reading speed

As children grow their orthographic store and become more able to read words ‘at a glance’, they will be able to read the words on the page with increasing ease and speed. But be warned: a fast reading speed alone is not a full measure of fluency. Both accuracy and prosody need to be measured too.

Research identifies the key factors of fluency to be:

- accuracy
- rate/automaticity
- prosody/expression (pauses, intonation).

(Pikulski and Chard (2005) Rasinski (2014))

‘Pupils do not pass through a magic barrier and suddenly become fluent. There is no point in pupils reading speedily if the words they read are wrong – for example, if they read ‘place’ for ‘palace’. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension. Both accuracy and speed are essential.’ Reading framework, 2023

Assessing prosody

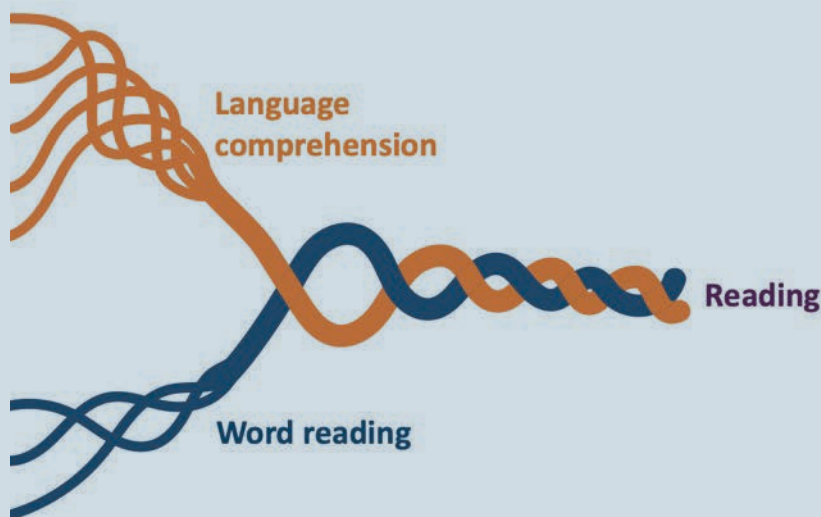
Children can begin to read with prosody when they can think about what they are reading as they read. This happens at different times for children and can also be dependent on the text they are reading and the child's familiarity with its content. Prosody can be assessed when you carry out the fluency assessments. For some children, this is not the right time to assess their growing prosody, which is why we have developed a Prosody assessment, which you can use flexibly. Use the Prosody assessment within lessons when you 'tap in' to listen to the children read, or more formally as an additional assessment using an extract the child has read before. There is guidance and training on how to carry out these assessments in Fluency Programme content and resources (Assessment tab).

Comprehension

Scarborough reading rope

Activating word meanings
Language structures
Background knowledge
Comprehension monitoring
Understanding text structure

Letter-sound knowledge
Accurate word decoding
Automaticity in decoding



Peggy McCardle, Hollis S Scarborough and Hugh W Catts (2001)

Becoming a fluent reader is a complex process that requires an integration of both word reading and language comprehension, as shown in the Scarborough reading rope. At a very simple level, comprehension of any written text is affected by the reader's background knowledge and their ability to connect to and understand the vocabulary and language of the text. Connecting to a text is foundational to understanding it. And more than that, the reader's flexibility of thinking and reservoir of knowledge help them bring the text to life. A successful reader creates the text in their minds moment by moment, creating an accurate mental model of what they read.

Little Wandle Fluency promotes comprehension through:

- the pre-read activities which support vocabulary
- the bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
- teaching prosody so that way the text is spoken creates meaning
- chatting about the book in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions.

All of this is supported in the teaching notes for each book.

Comprehension in Little Wandle Fluency is not a list of retrieval/inference questions because this closes down conversations and does not support children to develop their confidence. We do not practise writing the answer for the ideas we discuss in our Fluency lessons.

Dialogic talk

We use a dialogic talk model to explore comprehension. This is a collaborative way of working which helps the children and their teacher to ‘think together’ and construct meaning (Mercer 2003). The questions and ideas in the teaching notes have been created to guide your conversation but not dictate it. The purpose of this part of the lesson is to have open discussions that encourage children to be reflective and build on each other’s ideas.

Little Wandle Fluency initial assessments

Children who have recently finished phonics instruction in another SSP should be assessed using the first assessment: *Jake and Jen and the Night of the Ninja* by Chris Bradford.

Children in Year 3 and above who have been reading books that are not phonically controlled should be assessed using the second assessment: *It Could be Worse* by Anne Fine.

Download the Fluency initial assessments from the Fluency Programme content and resources (Assessment tab). The download contains guidance for carrying out the assessments.

Which children?	Which assessment?	Criteria to pass	What if the pass criteria are not met?	Notes
Year 2 who have completed the Little Wandle core programme and have been reading the Phase 5 Set 5 books for at least five weeks.	Phase 5 Set 5 fluency assessment from the Little Wandle core programme (from <i>The Shy Monster</i> by Kathy Webb).	60–70wpm with accuracy of at least 90% for Fluency 1 books.	Continue teaching phonics and practising in fully decodable books. Reassess after five weeks.	Do not be tempted to use the Fluency 2 books, even if children are reading at 70wpm!
Children who recently finished phonics instruction using another SSP.	Fluency initial assessment 1 (from <i>Jake and Jen in the Night</i> by Chris Bradford).	60–70wpm with accuracy of at least 90% for Fluency 1 books.	Continue teaching phonics and practising in fully decodable books. Reassess after five weeks.	Do not be tempted to use the Fluency 2 books, even if children are reading at 70 wpm!
Children in Year 3 and above.	Fluency initial assessment 2 (from <i>It Could be Worse</i> by Anne Fine).	95wpm+ with accuracy of at least 90% for Fluency 6 books and above.	Reassess using Fluency initial assessment 1 (from <i>Jake and Jen in the Night</i> by Chris Bradford).	Children can grow their phonic code some more and gain confidence and fluency before moving on the more challenging Fluency 6–10 books.
Children graduating from Rapid Catch-up or another KS2 catch-up phonics programme.	Phase 5 Set 5 fluency assessment from Rapid Catch-up or the Fluency initial assessment 1 (both from <i>Jake and Jen in the Night</i> by Chris Bradford) .	95wpm+ with accuracy of at least 90% for Fluency 6 books and above. Start on Fluency 4 or 5 books.	Continue teaching phonics and practising in fully decodable books Reassess after four weeks.	We start children who meet these criteria on the Fluency 4 or 5 books so that they have an easy transition to these longer more challenging chapter books.

Organising and timetabling Fluency lessons

You can timetable and group Little Wandle Fluency lessons flexibly. Each lesson will last 25–30 minutes. We recommend that you teach the books over two or three weeks with the following group sizes:

- Fluency 1-5: six to ten children
- Fluency 6-10 up to 15 children

Please see the document ‘Some ways you can organise your reading practice session and Fluency lessons’ (Fluency Programme content and resources – ‘Support for teachers’).

Year 2

In Year 2 we suggest that you continue timetabling Fluency three times a week following the reading practice session model. Many schools have a reading squad who come into a year group to teach reading practice so that all children are being taught in their groups at the same time.

Children will be reading Phase 5 books during the Autumn term, and they will be taught in groups. Use the same model when children graduate from the Phase 5 Set 5 books and are reading at 60–70wpm with an accuracy rate of at least 90%, as identified by the Phase 5 Set 5 Fluency assessment. Throughout the year, children will progress from the Phase 5 Set 5 books to Fluency – and your reading groups will largely be made up of children reading Fluency books. These groups can be larger than the Little Wandle core programme reading practice groups but they must still be taught by a fully-trained adult.

The Fluency 1-5 books are ideal to use in Year 2 as they support children’s reading development. Children reading the Fluency 5 books will be well equipped to meet the age-related expectations (ARE) for the end of Key Stage 1 of 90wpm.

Fluency in Key Stage 2

Use the appropriate Fluency initial assessment to work out the appropriate level of Fluency book for each child. Use Fluency initial assessment 2 for children who have graduated from a phonics programme and are no longer reading decodable books. This assessment is not decodable and will give you a good idea of the reading rate and Little Wandle Fluency level for each child. This will help you work to out how many children are reading at a similar rate and can be on the same level book.

Possible journeys to Fluency in Year 2

Children on track at the end of Year 1

Autumn 1	Autumn 2 onwards
Read Phase 5 Set 5 books: 5 weeks Then use Phase 5 Set 5 fluency assessment.	Reading speed 60wpm+ and accuracy of 90%+ on Phase 5 Set 5 fluency assessment? <input checked="" type="checkbox"/> Start Little Wandle Fluency 1

Children reading Phase 5 Set 3–5 books in Year 2

Autumn 1 and 2 and possibly Spring 1	Spring 1 onwards
Read Phase 5 Set 3 books onwards: 10–15 weeks	Reading speed 60wpm+ and accuracy of 90%+ on Phase 5 Set 5 fluency assessment?
Then use the Phase 5 Set 3, 4 and 5 fluency assessments to track the children's growing reading speed and accuracy.	<input checked="" type="checkbox"/> Start Little Wandle Fluency 1

Children reading Phase 5 Set 1–2 books in Year 2

Autumn 1 and 2, Spring 1 and possibly Spring 2	Spring 2 onwards
Read Phase 5 Set 1 books onwards: up to 20 weeks	Reading speed 60wpm+ and accuracy of 90%+ on Phase 5 Set 5 fluency assessment?
Once children are reading Phase 5 Set 3 books, use the appropriate fluency assessments to track their growing reading speed and accuracy.	<input checked="" type="checkbox"/> Start Little Wandle Fluency 1

Children with much larger gaps in Year 2

Choose core programme or Rapid Catch-up (7+) decodable books based on the child's needs. Use the core programme or Rapid Catch-up assessments to allocate the correct level of book so they are only reading books with GPCs that are secure.

Autumn 1	Autumn 2	Spring 1 to Summer 1	Summer 2
Phase 3 Sets 1 and 2	Phase 4 Sets 1 and 2	Read Phase 5 Set 1 books onwards: up to 20 weeks	Reading speed 60wpm+ and accuracy of 90%+ on Phase 5 Set 5 fluency assessment?
		Once children are reading Phase 5 Set 3 books, use the appropriate fluency assessments to track their growing reading speed and accuracy.	<input checked="" type="checkbox"/> Start Little Wandle Fluency 1

Autumn 1	Autumn 2	Spring 1 and 2	Summer 1 and 2
Phase 2 Sets 1–5	Phase 3 Sets 1 and 2	Phase 4 Sets 1 and 2	Read Phase 5 Set 1 books onwards: up to 20 weeks
			Once children are reading Phase 5 Set 3 books, use the appropriate fluency assessments to track their growing reading speed and accuracy.
			Reading speed 60wpm+ and accuracy of 90%+ on Phase 5 Set 5 fluency assessment?
			<input checked="" type="checkbox"/> Start Little Wandle Fluency 1 in Year 3

Lesson structure

Little Hand Fluency lesson template

Fluency 6-10

Preparation	Pre-read (5 mins)	Read the book (10 mins)	After reading (15 mins)	Books going home
Word cards and teaching notes <ul style="list-style-type: none"> Download the word cards. Tricky words and vocabulary words from the Collins website Download the Little Hand fluency notes from the Fluency area of the Little Hand website Check the teaching notes Use the word cards to help you to develop a list of words for "Spot marking for progress" activity (see page 10) for after-reading copies (see page 11) 	Word reading <ul style="list-style-type: none"> Use the guidance in the teaching notes to choose the words into syllables. Use the chunking method (if needed) to support the children as they read the word Repeat if needed to establish fluent reading 	Reading <ul style="list-style-type: none"> 10 minutes read independently for about 10 children. Ensure you use each child read Tap in to learn each word and ensure they are reading every word 	Prose <ul style="list-style-type: none"> Tell the children what aspect of productivity they are going to teach them Use the teaching notes to model reading the sentence(s) with prosody Show how you create expression, tone or pace by emphasising words, reading sound effects or changing how you speak 	<ul style="list-style-type: none"> The book straddle questions and class at the back of the book can be used at the in-class or home, or in-class with a partner or class to share their thoughts and connect to the book further
Vocabulary support <ul style="list-style-type: none"> Ask the children to read the vocabulary sheet Use the definitions to quickly teach the meaning of the words in the context they will be used in the book 	Assessment for learning <ul style="list-style-type: none"> When you tap in, check that any children who are reading independently are reading the particular words in the word cards and are reading the words correctly Use the word cards to help you to develop a list of words for "Spot marking for progress" activity (see page 10) for after-reading copies (see page 11) 	Repeated reading <ul style="list-style-type: none"> Read the sentence as identified in the teaching notes with clarity and appropriate intonation Use the prompt cards as needed to see how to <ul style="list-style-type: none"> = echo reading = choral reading = emulated reading 	Consolidation <ul style="list-style-type: none"> Use the questions and support for the bonus material in the teaching notes to discuss the theme. This means about having an informal dialogic model that encourages children to share their thoughts and opinions 	
Books <ul style="list-style-type: none"> Ensure you have enough books for each child to take responsibility 	Quick summary/look <ul style="list-style-type: none"> Use the teaching notes to give the children a quick look at the book that makes them think about what they are going to read, or a summary that ensures they have retained the most important information from previous chapters. This will provide a way to connect one chapter with another 			

Little Hand Fluency

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Pre-read:

- GPCs (F1-5 only)
- Read the words
- Read the tricky words (F1-5 only)
- Vocabulary support
- Quick summary/hook

Read the book:

- Children read the book aloud for 10 minutes.
- Teacher 'taps in' to hear every child read.

After reading:

- Prosody
- Repeated reading
- Comprehension discussion

Resources and support for teaching

Your teaching is supported by easy-to-use teaching notes, downloadable word cards, the 'Complete the code' charts and mats, lesson templates, prompt cards and 'How to' videos.

Chapter 1: Baise and Flint			
Pre-read (5-8 min)	Read the book (10 mins)	After reading (10-15 mins)	
<p>Read the introduction and read every word.</p>	<p>Use the introduction to understand what they have read and develop fluency</p>		
<p>Word reading</p> <p>GPCs</p> <p>Point to the GPCs below on the large Complete the code chart.</p> <ul style="list-style-type: none"> • Say: Point to the words on your <i>Complete the code mat</i> as I say the sounds. 	<p>Reading aloud</p> <ul style="list-style-type: none"> • Ask the children to read Chapter 1. • Tap in to 'hear every third sound'. <p>Assessment for Learning</p> <p>Use assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.</p>	<p>Prosody</p> <p>Read: Onomatopoeic words for expression.</p> <p>Read: From 'flinty dragon flame' (page 6) to 'As long as we're together' (page 5).</p> <ul style="list-style-type: none"> • Tap in to 'hear every third sound'. • Tell the children that the words which sound like the noise they are describing. These bring the story to life. • Use the understanding that a blacksmith's job is to make things from metal, and for that metal to be shaped the hammer, it needs to be heated so first, 'Model reading' with expression. • Ask the children: <i>How do I say the words' whorps' and 'bang'?</i> • Ask the children to read using the same information. <p>Repeated reading:</p> <p>Read: From 'Baise nibbled her thumbtail to "... make something amazing" (page 10).</p> <p>Echo reading: Read each sentence with clear intonation and ask the children to read the sentence back to you.</p> <p>Comprehension</p> <p>Discuss these questions' using a dialogue task model:</p> <ul style="list-style-type: none"> • Why did Baise want to visit the Silver Castle? • How did Baise communicate with Flint? How does he communicate with her? 	
<p>Read the tricky words</p> <p>Ask the children to read the words that they need to practice.</p> <p>Friend, anything, (his, once, Wednesday, build, thought(fully), through,</p> <p>Vocabulary support</p> <p>Put the children into two teams.</p> <p>craft: a practical skill</p> <p>legendary: told about in stories</p> <p>quests: conflicts between warriors who are trying to knock each other off their horses</p> <p>leagues: a league is a distance of about 3.5 kilometres</p> <p>Quick summary/sketch (2-3): Ask the children to look at the book. Ask: What pictures can you see which might be in our story?</p> <p>• Point out the forge and explain that this is where the man makes up in our story work. Explain that a forge is where people heat metal up to melt it.</p>			

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Little Wandle Year 1

Using the teaching notes

Quickly teach new GPCs referring to the 'Complete the code' chart. (F1-5 only.)

Read the words containing the focus GPCs, using the chunking method for longer words. For F1-6 books, we also highlight a word with a prefix or suffix.

Make sure you tap in to hear every child read.

Read the tricky words – but only if they are tricky for the children. (F1-5 only.)

We teach prosody and repeated reading in every lesson.

Where appropriate, we include support for using bonus material.

Pre-teach the most difficult vocabulary.

Use the summary/hook to draw the children into the world of the book.

Reading words with unusual GPCs

Fluent reading relies on the reader having strong enough phonic knowledge to read any word. Children with a secure knowledge of the Phase 5 GPCs will be able to work out most words, but there are some words with less common GPCs that children might struggle to work out, especially if they have not come across them in speech or reading before. We also know that reading longer words can hinder children's reading fluency. This is why we begin all Fluency reading lessons with a pre-read activity.

Complete the code

In Fluency 1-5 we 'complete the code'. We use the 'Complete the code' chart – also available as a downloadable 'mat' for children to use – to quickly teach some new GPCs for words in the books. For example, we teach /g/ 'gh' so that children can read words like 'ghost' and 'ghastly'. These GPCs and words are listed in the teaching notes.

Reading longer words

At all levels, we reinforce the 'chunking' method so the children become confident in reading longer words. In Fluency 6-10, we choose one word in each chapter to show the root word and suffix, so children understand how suffixes interact with root words to create meaning.

Vocabulary

We also give you quick definitions of vocabulary words so that you can pre-teach the meaning of any unusual words to children before they read them in the book. The word cards and 'Complete the code' mat used in the pre-read can be downloaded from the Fluency Programme content and resources to use in the lessons.

'Complete the code' chart and mats

The large 'Complete the code' charts for display in the classroom can be bought from Collins. A smaller 'Complete the code' mat can be downloaded for children to use.

Complete the code mat










 /s/ s ss c ce se st sc	 /t/ t tt tte	 /p/ p pp	 /n/ n nn kn gn	 /m/ m mm mb mn	 /d/ d dd	 /g/ g gg gu gue gh	 /c/ c k ck ch cc que	 /r/ r rr wr rh	 /h/ h
 /b/ b bb	 /f/ f ff ph	 /l/ l ll le al	 /j/ j g ge dge	 /v/ v ve vv	 /w/ w wh u	 /x/ x	 /y/ y	 /z/ s se z zz ze	 /qu/ qu
 /ch/ ch tch ture*	 /sh/ sh ti ch ssi ci si s	 /th/ th the	 /ng/ ng	 /nk/ nk	 /a/ a	 /e/ e ea	 /i/ i y	 /o/ o a au	 /u/ u o ou o-e

*This GPC has a slight schwa at the end: 'chuk'.

GPCs in order of frequency.

The charts show the graphemes for each sound from the most to least common. (This means graphemes are in a different order from the 'Grow the code' chart.)

Complete the code mat

 /ai/ a-e ai ay a eigh ea ey ei aigh	 /ee/ y ea ee e ie i ey i-e ei e-e	 /igh/ igh i-e i y ie	 /ow/ ow o o-e oa oe ou	 /oo/ oo u ue ew u-e ou ui	 /yoo/ u u-e ew ue	 /ool/ oo u* oul	 /ar/ ar a* al
 /or/ or a aw au ore oor al oar our ar augh aur	 /ur/ er ur ir or ear	 /ow/ ou ow	 /oi/ oi oy	 /ear/ ear eer er ere	 /air/ air are ear ere ar	 /zh/ si su ge	 /er/ er a or ar our re r

*depending on regional accent

GPCs in order of frequency.

We have included a new column to show the graphemes for the schwa sound at the end of words.

The order of the GPCs in the chart was based on research using the *Age of Acquisition* corpus by Kuperman et al (2012) as well as *Phonics: a large phoneme and grapheme count* revised by Edward Fry (2004).

Reading the Fluency books

The Big Cat for Little Wandle Fluency books are 40 brand new inspirational books written by well-known authors. These books have been designed to teach all aspects of reading and help children become readers for life! They are organised by Fluency levels, meaning the word count of the books gradually increases, as does the complexity of language and ideas.

Each book has six chapters, and each chapter is created to so that children can read it in approximately ten minutes. Make sure every child has their own copy of the book during the lessons so they can read at their own pace.

Reading aloud and silent reading

We expect that the children will read Fluency 1–5 books aloud; it is very important that they continue to read aloud at these levels.

Children who struggle when reading texts aloud do not become good readers if left to read silently; their dysfluency merely becomes inaudible.

For those pupils who lack reading fluency and skill to begin with, silent reading is less likely to be profitable.

(Seidenburg: Language and the Speed of Sight)

You may decide that children reading Fluency 6–10 books can read silently. If you are doing so, then it is vital that you hear every child read aloud in every lesson when you ‘tap in’.

You may also want to teach children how to read silently:

- Explain how you are still reading every word in your mind.
- You may have a reading voice (although some people don’t).
- You might be imagining characters’ voices or actions as you read (again, some people don’t).

Children may move back and forth from silent reading to reading aloud or subvocalising at this point in their reading journey. This happens commonly when the text is more challenging or when reading aloud might be more appealing, such as when reading poetry.

When children can read silently with accuracy and are able to create an accurate mental model of what they read as they read, they really have unlocked reading! They will be reading at beyond the speed of sound, which is what Seidenberg sees as the ultimate victory in reading – you can read in your mind at a speed beyond speech and can control the speed at which you read. This is when we really can gather ‘reading miles’ and connect with the wide world of reading.

This type of silent reading fluency may take a long time for some children. Regular assessment of all children’s reading aloud in Key Stage 2 will help you work out which children need more time and practice, so they can become fluent readers who can read silently. This is why you must ‘tap in’ to listen to every child read in every Fluency lesson.

Fluency levels 1-5: new GPCs and tricky words

New GPCs

We introduce some new GPCs in the Fluency 1-5 lessons. You can find all these GPCs on the 'Complete the code chart' as well as the GPCs from Phases 2, 3 and 5.

New GPC	Example words
/or/ ar	warm quarter
/air/ ar	scary parent
/o/ au	sausage because
/ai/ ei	vein rein reindeer
/ee/ ei	ceiling seize
/ee/ i	Victorian radio million
/ee/ i-e	magazine machine police
/ear/ er	experience serious zero
/zh/ ge	beige massage
/g/ gh	ghost ghastly
/g/ gu	guess guitar guard
/g/ gue	rogue league plague
/w/ u	penguin language persuade
/m/ mn	Autumn column
/r/ rh	rhythm rhino rhubarb
/th/ the	breathe soothe
/t/ tte	silhouette baguette suffragette
/c/ que	mosque unique technique

We have also included words where the grapheme 'h' is unsaid. This is an unusual but important for children to be able to recognise and read. The 'h' is unsaid in words such as: exhaust, exhibition, shepherd, hour, honest, vehicle, honour.

Tricky words

These are the remaining tricky words from Phase 5 and the new Fluency tricky words. They have been chosen to ensure these common words can be used in the books. They have very unusual spellings that are not covered in the 'Complete the code' chart. You can download them Fluency Programme content and resources ('Support for teachers' tab).

Fluency tricky words: business, build, enough, height, island, minute, though, although, women, woman, Wednesday, heart, England, English, thorough, rhyme, does, gone

Remaining Phase 5 tricky words: any, beautiful, busy, eye, friend, improve, laugh, many, move, Mr, Mrs, Ms, once, people, pretty, shoe, their, through, two, who, whole

Reading the Fluency 1-5 books

The Fluency 1-5 books are fully decodable once children have been taught the new GPCs on the 'Complete the code' chart. They will learn these as part of the Fluency lessons.

In each lesson children grow their knowledge of rarer yet very useful GPCs that are not included in Phase 5. These books do not include words with GPCs not covered in the 'Complete the code' chart, unless they are one of the Fluency tricky words. By completing the code, we are supporting children who may have found the move to chapter books too big a leap.

The children can apply their deeper knowledge of the alphabetic code to a wider variety of words, ensuring that they to draw on their phonic knowledge when they encounter an unknown word and don't guess. By embedding this skill, children will become accurate readers.

Research has identified that reading accuracy can be a barrier to reading enjoyment and engagement for older readers (Oakhill, Cain and Elbro, 2015). If the children do not have adequate alphabetic code knowledge, guessing can become a prime strategy. This impacts comprehension. As the children read more and more sophisticated texts, they will come across words that are not in their spoken vocabulary (Cunningham and Stanovich, 2014) meaning they cannot rely on the words they know to be able to work out the text they are reading. The ability to decode becomes even more crucial once children are reading books that are not phonically controlled.

Each Fluency level is based around a reading speed and accuracy rate at that speed of at least 90%. Reading accuracy matters: *'There is no point in pupils reading speedily if the words they read are wrong – for example, if they read 'place' for 'palace'.'* (Reading framework 2023)

Fluency 5 is based on children reading at 90+wpm. This is the expected reading speed at the end of Year 2. Once children are reading at this rate, they are more likely to be able to integrate comprehension as they read.

The books have been created by talented and diverse authors and so reflect their distinct voices and interests. Some books in Fluency 1 -5 have a more challenging aspect, these have been identified in the table below. Read the books and see if they are suited to your group of children. You may decide to keep these books for a later level and that is fine!

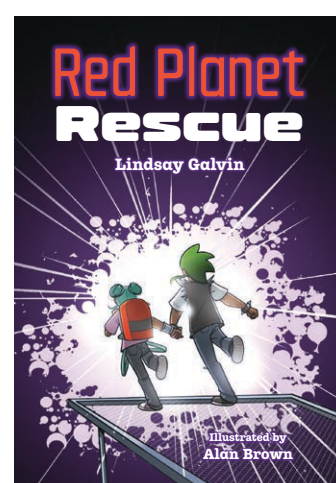
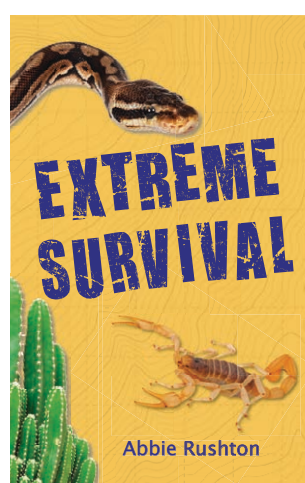
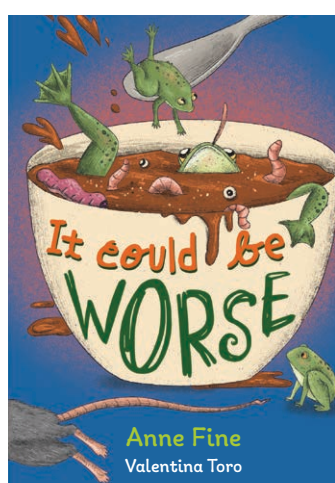
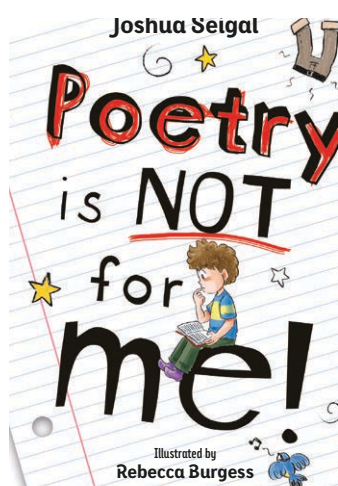
Fluency books 1-5



Fluency level	Title	Author and illustrator	Genre
F1 – 60wpm	<i>Blaise and Flint</i>	Abie Longstaff and Litizia Rizzo	Fiction
	<i>Poetry is not for me!</i>	Joshua Seigal and Rebecca Burgess	Fiction
	<i>Talk to the Tail</i>	Jeanne Willis and Isabella Grott	Non-fiction
	<i>Cycling in Summer</i>	Joseph Coelho and Marilyn Esther Chi	Non-fiction
F2 – 70wpm	<i>It Could Be Worse</i>	Anne Fine and Valentino Toro	Fiction
	<i>Whodunnit?</i>	Narinder Dhami and Paula Zorite	Fiction
	<i>Ash's Garden</i>	Joseph Coelho and Joelle Avelino	Non-fiction
	<i>The Friendship Handbook</i>	Poppy O'Neill and Lucy Rogers	Non-fiction
F3 – 80wpm	<i>Hakari and the Great Secret</i>	Tony Bradman and Karl West	Fiction
	<i>Bed Races and Cheese Chases</i>	Teresa Heapy	Non-fiction
	<i>*Phantom Castle</i>	Charlotte Middleton and Cerrie Burnell	Fiction
	<i>*Born in Fire</i>	Liz Miles and Daniel Limon	Non-fiction

Fluency level	Title	Author and illustrator	Genre
F4 – 85wpm	<i>The Brilliant Barber Bus</i>	Richard O'Neill and Michelle Russell (authors) and Jade Van Der Zalm (illustrator)	Fiction
	<i>Diary of a (Big Bad) Good Dingo</i>	Inbali Iserles and Jim Crawley	Fiction
	<i>Extreme Survival</i>	Abbie Rushton	Non-fiction
	<i>*Sun Gods, Serpents and Slippers</i>	Jamila Gavin and Diana Renjina	Non-fiction
F5 – 90wpm	<i>Red Planet Rescue</i>	Lindsay Galvin and Rebecca Willoway	Fiction: Graphic novel
	<i>Magnificent Minnie Hero</i>	Claire Barker and Maxine Lee Mackie	Fiction
	<i>*Insect Maths</i>	Rachael Davies	Non-fiction
	<i>*A Secret History of English</i>	Emily Hooton and Alan Rowe	Non-fiction

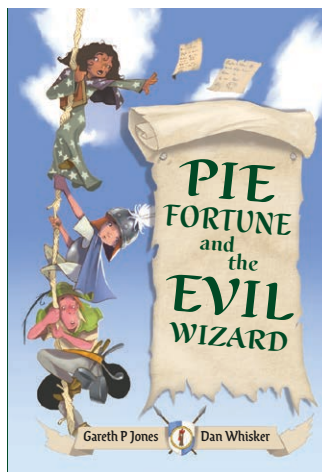
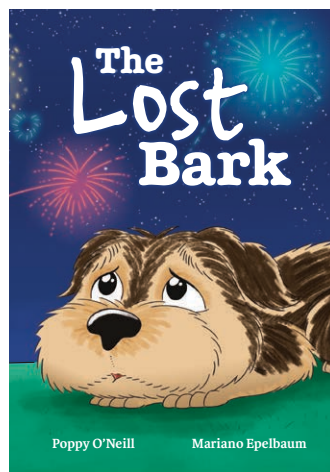
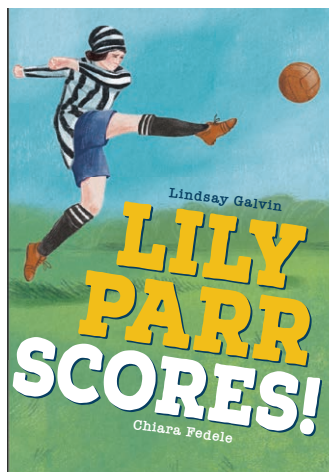
*Books with more challenging content in terms of subject matter/background knowledge or vocabulary.



Reading the Fluency 6-10 books

These books are not phonically controlled at all.

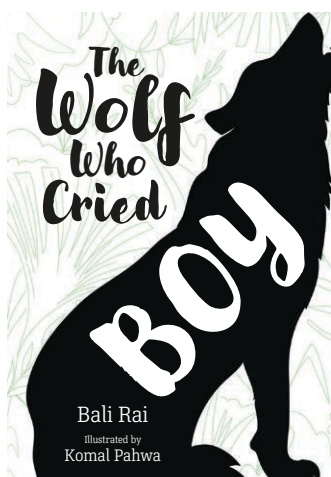
Some books in Fluency 6-10 have a more challenging aspect, these have been identified in the table below. Read the books and see if they are suited to your group of children. You may decide to keep these books for a later level and that is fine!



Fluency level	Title	Author and illustrator	Genre
F6 - 95wpm	<i>Yasuke</i>	Chris Bradford and Markia Jenai	Fiction: Graphic novel
	<i>The Wolf Who Cried Boy</i>	Bali Rai and Komal Pahwa	Fiction
	<i>Secrets Unearthed</i>	Rob Alcraft	Non-fiction
	<i>Lily Parr Scores!</i>	Lindsay Galvin and Chiara Fedele	Non-fiction
F7 - 100wpm	<i>The Fairy of Gossamer River</i>	Zohra Nabi	Fiction
	<i>The Lost Bark</i>	Poppy O'Neill and Mariano Epelbaum	Fiction
	<i>Moonbows and Alligator Rain</i>	Isabel Thomas	Non-fiction
	<i>Spectacular Space!*</i>	Inbali Iserles	Non-fiction

Fluency level	Title	Author and illustrator	Genre
F8 – 110wpm	<i>The Mona Lisa Mystery</i>	Tim Knapman	Historical fiction
	<i>The Big Five</i>	Shiko Nguru	Fiction
	<i>Women who Ruled the Seas</i>	Chris Bradford	Non-fiction
	<i>The Royal Spy*</i>	Ayesha Braganza	Non-fiction
F9 – 115wpm	<i>Pie Fortune and the Evil Wizard</i>	Gareth P Jones	Fiction
	<i>The Wedding Shoes</i>	Sufiya Ahmed	Fiction
	<i>Clues from Poos</i>	Isabel Thomas	Non-fiction
	<i>Animal Takeover!</i>	Ben Hubbard	Non-fiction
F10 – 120wpm	<i>Game Changers</i>	Mio Debnam	Fiction
	<i>Three Winter Tales</i>	Aisha Busby and Gaby Verdooren	Fiction
	<i>Astrid's Adventure</i>	Hawys Morgan and Eugenia Nobati	Non-fiction
	<i>Stories of the Seas</i>	Jonny Walker and Martin Bustamante	Non-fiction

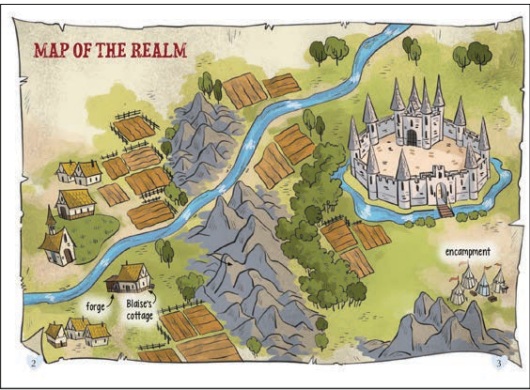
*Books with more challenging content in terms of subject matter/background knowledge or vocabulary.



Bonus material

Every Fluency book has bonus material, which offers a chance to go deeper into different aspects of the book. The bonus material may support the children’s background knowledge by providing maps, family trees, character guides or information about the setting. Or it may deepen children’s knowledge through providing additional information or by making links to other subjects.

These pages are often sprinkled throughout the book. They are referenced in the contents pages of each book and supported in the teaching notes.



After reading the book

At the back of the books, you will also find information about the author and, if appropriate, illustrator, as well as some book chat questions. You may wish to have an additional session where children explore the book at their leisure, reading the bonus material, using the book chat questions as jumping off points for conversation or following some of the after reading ideas in the teaching notes.

ABOUT THE AUTHOR

Hi, I'm Abie. I've written over 50 books for children!

How did you get into writing?

I started writing when I was really young, just for fun. I folded up bits of paper and made them together to make books.

What do you hope readers will get from the book?

I like how Blaise learnt to be brave. She put herself forward for a job, and she was happy to learn about her fears. Sometimes we're busy pretending to be perfect that we forget that it's ok not to be good at everything. It's always there to ask for help.

Is there anything in this book that relates to your own experiences?

I grew up in three different countries and went to seven different schools, so I had to learn to be brave enough to talk to new people. At first it wasn't easy and I remember wanting to hide away like Blaise and not talk to anyone.

What book do you remember loving when you were young?

I loved books about magic and portals into fantasy lands. Also, anything mysterious, with hidden doors or puzzles to work out. All those books helped me dream up the kind of stories I write today.

Why this book?

I really like craft jobs – when you make things. I love flint, carpers, handsewers and painters and patterns. Setting Blaise in a world of medieval life meant I could have a camp where lots of craft workers all had together making things to help each other. It's fun to all have different skills combine them to make something amazing!

Are any of the characters based on people you know in real life?

My son works as a blacksmith so he gave me lots of advice about dragons so I had to invent that bit myself!

Which of the characters do you identify with most?

Blaise! He's very positive and cheerful. Like me!

What would you make or invent if you were a blacksmith like Blaise?

I love the idea of making metal! I'd probably make lots of amazing sculptures. But can I have Blaise to help me, please?

ABOUT THE ILLUSTRATOR

My name's Letizia and I'm an illustrator based in Italy. I have illustrated lots of books. I love reading, drawing, playing the harp, and horse riding.

What made you want to be an illustrator?

I fell in love with children's books when I was a child. I had these so much that I started to draw in my exercise books at primary school and on the margins of every essay that I had to write. I think it was then that I decided that I'd become an illustrator when I grew up!

How did you get into illustration?

After secondary school I went to a comics school and I also attended many visual arts workshops. I got my first illustration job in 2014 thanks to Artbound, my agency!

What did you like best about illustrating this book?

Having the opportunity to draw a dragon as one of the main characters was a dream come true! I love dragons and I like to collect books about them!

What was the most difficult thing about illustrating this book?

In this book I had to draw many things I'm not used to, such as the map, the medieval village, Silver Castle and its downbridge, and so I was a little worried at first. But I had a lot of fun, and I found out that I like to draw these things!

Is there anything in this book that relates to your own experiences?

Like Blaise, I was scared to make new friends when I was younger, and I dreamed of having someone like Flint by my side. But growing up I met so many kind people (and animals) who eventually became my friends, and my life feels richer thanks to them!

How do you bring a character to life in your art?

I usually try to give my characters some balance of mine or my friends'... I think that makes them feel more realistic.

Which character was the most fun to draw?

Flint, for sure! I was a little bit inspired by my dog while drawing him, and this made him even more fun for me!

How did you create Flint – what inspired you?

Azula from my dog, I was inspired by the dragons of my childhood such as Goro (a little dragon from an old TV show) and Toothless from How to Train Your Dragon.

Book chat

Which character did you like best, and why?

If you could have a conversation with one character from the book, who would you pick?

Would you like to read another book that follows on from this one? If so, what might be in it?

Do any characters in the book remind you of someone you know in real life? If so, how?

Which scene stands out most for you? Why?

Do you think Blaise and Ivan will carry on being friends? Why, or why not?

Do you think this book would make a good film? Explain your reasons.

Do you think Blaise changed between the start of the story and the end? If so, how?

Book challenge:

Describe your dream job at Silver Castle and what animal helper you would choose.

Summative assessment and progress through the Fluency levels

You can find support and guidance for the summative assessment of children following Little Wandle Fluency in Fluency Programme content and resources (Assessment tab).

Each Fluency level has been created using the number of words children can read aloud in ten minutes as a guide for each chapter length. The books become progressively longer. They also become more sophisticated and complex in language, plot and subject matter.

The Fluency initial assessment will place children onto the correct Fluency books, giving you an idea of the size of your groups and the starting places for teaching.

- We strongly suggest that all children in Year 2 graduating from an SSP start at Fluency 1.
- Children graduating from Rapid Catch-up should start at Fluency 4 or 5.

There are four books at each Fluency level. Use your judgement to decide if children need to read all the books at one level or if they are ready to read books with a longer word count. The books gradually get longer and more complex. More confident readers may progress more swiftly through the Fluency levels. Equally, some children will benefit from being given all the books to read.

Your assessments will give you a ceiling reading rate. Do not give children a book with a reading rate above that which they achieved in the assessment, as they will struggle to read the chapter in ten minutes.

Be pragmatic when creating your reading groups. It is fine for a child to read a book with a slower reading rate, as they will confidently read the chapter in ten minutes. It can really benefit some children to have a book that provides a successful read-aloud session for them.

As you will assess children every term (every 12 weeks or so), you will progress through two or three Fluency levels between each assessment. Use your professional judgement to move children up through the levels. There is no need for an assessment to prove that a child is ready to progress to the next level.

Ongoing termly assessments

After the initial assessment you only need to assess children's reading fluency rates once a term. There is a Fluency assessment for each fluency level. Choose the assessment for the level of book that you are reading and complete the simple one-minute assessment for each child. The assessment will give you a reading speed and accuracy percentage.

Download the Fluency spreadsheet to input the assessment data for each child. The spreadsheet will work out the accuracy percentage for each child and provide you of a record of each child's growing fluency.

Assessing children's prosody

The 'Prosody assessment' grid is a useful tool to record children's growing prosody. Use this grid during lessons when listening to children read when you 'tap in', or more formally as an additional assessment with an extract the child has read before. There is guidance and training on how to carry out these assessments in the Assessment area of the Fluency website. Use these assessments to help you focus your teaching of prosody.

Assessing comprehension

Each Fluency assessment includes three simple comprehension questions so you can easily gauge what children understand as they read. These questions are only useful to a point: as we discussed earlier, children reading at a reading speed of fewer than 90 words per minute are unlikely to integrate comprehension as they read.

A better way of making a judgement about children's comprehension is to use the dialogic model used in the teaching notes. This method encourages children to talk about the book in a wide and open way so that you can work together to understand the book, building on each other's ideas.

Use your observations of these discussions to note which children:

- can make connections to the book and its themes
- can empathise with characters or situations.
- give opinions and can expand on other children's ideas.
- have misconceptions due to:
 - vocabulary/language
 - background knowledge
 - not making connections within the text

Use these observations to direct the support you give to children in the reading lessons. Children may need more support with vocabulary or background knowledge. They may need you to read a tricky paragraph aloud so they can follow as you read and spend their energy thinking about what the text means. Supporting comprehension will help children to become confident readers. The more children read the more experience they have of creating meaning and the better their comprehension will become (Clark and Rumbold, 2006) (Clark and Douglas, 2011).

FAQs

What do I do if a child is secure with phonics but not reading fluently?

Children need to be secure at reading the Phase 5 Set 5 books before they start Little Wandle Fluency. Continue reading Phase 5 books to give children more practice with fluent reading.

What about children in Year 3 and above?

Little Wandle Fluency is suitable for all children in Year 3 and above to teach reading, fluency, prosody and explore comprehension. The books become incrementally longer and more sophisticated providing age-appropriate interest and challenge.

Can the books go home?

Once the children have read all of the book in the lessons then it can go home for the children to re-read and enjoy! Please don't send the book home in between lessons as it is too tempting for children to read ahead.

What other books can go home/can children read?

Encourage the children to read a wide range of books as part of your Reading for Pleasure practice. Children should be given access to a choice of books, magazines, comics and graphic novels so they read a variety of text types and meet lots of authors and illustrators. This volitional reading is crucial to children's reading identity and should be supported by a well curated book corner, time for book chat, teachers reading aloud to children and time for children to read books themselves. Please visit the Everybody read! area of the Little Wandle website to support implementation of Reading for Pleasure in your class.

How does Little Wandle Fluency match the guidance in the Reading framework?

Fluency is discussed in Section 4 of the Reading framework (2023). It reflects many of the key principles and research that Little Wandle Fluency is based upon:

- Reading fluency unlocks reading motivation, enjoyment and success.
- Fluency is essential for comprehension.
- Fluency is not just a fast reading speed – accuracy matters too.
- Children need strong phonic knowledge to be able to progress to fluent reading.
- Children should be taught to read longer words and understand the words that they read.
- Rereading, rehearsed reading, teacher modelling reading and teaching prosody are beneficial.
- Children should experience a wide range of texts to read.

How does Little Wandle Fluency meet the National Curriculum objectives?

The Fluency curriculum mapping document shows how Little Wandle Fluency meets the statutory National Curriculum requirements for Years 2, 3 and 4. It can be downloaded from Fluency Programme content and resources ('Support for teachers' tab).