



# Ireby Church of England Primary School

## English: Reading Fluency

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Signed by:

 \_\_\_\_\_ Head Teacher      Date: January 2026

Next review date: January 2028 or sooner if required

School Governance:

Responsibility of the school leadership

## **Christian vision: 'Created to do Good' Ephesians 2:10**

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our reading fluency policy supports our children's academic, social and spiritual development through studying a rich range of texts which enables all to flourish. Texts are carefully selected so that we can teach our children dignity and respect allowing them to experience our world and learn from a wide range of people.

### **Reading Fluency**

#### **Our Intent:**

Reading is fundamental to education and beyond. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who read proficiently are likely to be able to access and enjoy the whole curriculum.

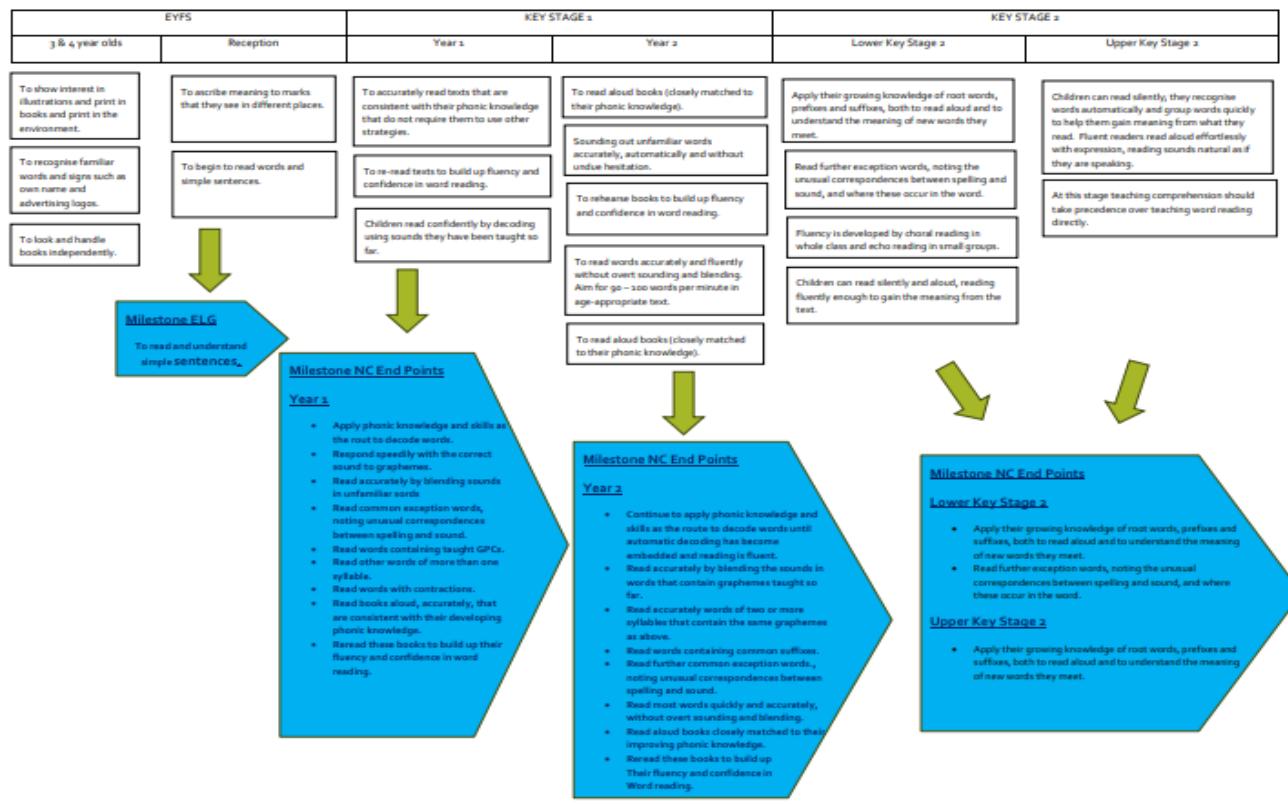
Our aim is therefore, that by the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.

Supporting the progress of our children's reading fluency is a vital part of achieving our goals.

#### **Implementation**

At Ireby, we have created a reading 'pathway' which supports every child from their first day in our school until their last. This pathway is designed to inspire our young readers and help them achieve our goals.

Below is a map of [our Ireby fluency pathway](#), and below that, clear explanations of the rationale behind each step.



## **Developing Fluency from day one**

As you can see from our Ireby pathway, children start their journey towards reading 'fluency' from day one at Ireby School. Before we explain how we implement this, it is important that we define 'reading fluency' and why it is so important to children's reading development.

### **What is reading fluency?**

Fluency is the ability to read with expression, automatic word recognition, rhythm and phrasing and smoothness (EARS). Fluency is made up of two sub-components: word recognition automaticity and prosody, or expressive reading.

#### **Automatic and smooth word recognition**

Automaticity and smoothness in word recognition is critical because it minimizes the cognitive energy needed to recognise many words, thus enabling the reader to focus on the more important task of comprehending the text. At Ireby, we want our readers to eventually recognise words instantly, without the need to apply phonic analysis.

#### **Expression and rhythm**

The second subcomponent of fluency is prosody, or expressive reading with appropriate rhythm and phrasing that reflect the meaning of the text. Prosodic reading is fluency's link to comprehension. In order for readers to read a passage with good expression and rhythm, they have to be comprehending the meaning of the passage and, conversely, reading with appropriate expression and rhythm enhances readers' comprehension of the passage's meaning (as well as the comprehension of anyone listening to the reading.)

It is for this reason that, at Ireby, we place an emphasis on oral reading proficiency – as ultimately – this is how we want our children to read – even when they are reading silently!

### **The benefits of teaching fluency**

- Improves not only oral reading fluency, but also silent reading fluency.
- Promotes expressive reading
- Highlights the richness of words in quality literature
- Increases children's vocabulary
- Helps children express meaning through nuances in prosody
- Improve classroom community climate
- Unify all types of learners in a community experience
- Increases reading time at school
- Boosts children's confidence
- Increases comprehension (paying attention to punctuation, connotation of words through expression)
- Requires rehearsal and authentic forms of repeated readings
- Leads to improved word recognition, accuracy and automaticity

### The vocabulary of fluency explained (EARS)

<b>E</b> Expression	<b>Prosody</b>	Expression used in reading that reflects and expands on the meaning of the text
	<b>Intonation</b>	Fluctuations of voice in the strength of pitch and volume to match the meaning of the text
	<b>Tone</b>	Reading to show an emotion or feeling
	<b>Monotone</b>	Having single or unvaried tone in a way that expression doesn't match the meaning of the text
	<b>Stress</b>	Emphasis on particular words or phrases as one would do in conversational speech
<b>A</b> Automatic Word Recognition	<b>Automaticity</b>	The ability of a reader to recognise/ decode words in text accurately and effortlessly or automatically
	<b>Pace/ Rate</b>	The pace or speed at which the reader can move through the text. Pacing is a good way to assess automaticity
	<b>WCPH</b>	Words Correct Per Minute – the rate at which the student reads
<b>R</b> Rhythm and Phrasing	<b>Phrasing/ chunking</b>	Reading in meaningful phrases or word chunks instead of word by word
	<b>Pausing</b>	Using punctuation as a guide to when to pause while reading
<b>S</b> Smoothness	<b>Accuracy</b>	The ability to accurately recognise or decode words regardless of rate
	<b>Self-correct</b>	The ability of a reader to recognise an error in their reading and fix/ repair it.

## The building blocks of fluency

**Modelled fluent reading:** staff at Ireby understand that to move pupils towards fluency, we have to give them a sense of what fluency is. The best way to achieve this – is to model reading to them – often! As we read, we discuss ‘fluency’ with our children and explain why our reading is fluent – and how it makes reading easier and more enjoyable for listeners to understand.

**Supportive or assisted reading:** We know that simply listening to a fluent reader will not make a pupil a fluent reader. They need to engage with fluent reading themselves. One strategy we employ is supportive or assisted reading – which simply means that a pupil reads a passage while listening to a reading of the same passage.

This can take a variety of forms. Pupils may read chorally as part of a group, or they may read with a more fluent partner such as a teacher or even more competent reader. Evidence demonstrates that reading at the same time as a fluent reader can improve progress by a factor of 3 (e.g. 1 ½ months progress per month of instruction instead of ½ month’s progress).

Sometimes, children will not always read with a person, they can instead listen to audio tapes or pre-recorded readers.

**Reading practise: Wide reading:** Becoming fluent requires practise. Wide reading can support this. Wide reading is reading a text only once, perhaps discussing it or completing an activity before moving on. We recognise that it is important that pupils read as much as possible in order to develop their critical competencies and that our role as teachers is to inspire children in this process.

## **Reading practise: Repeated reading**

For our readers to attain fluency, wide reading is not enough. Repeated reading (reading one text several times) is also required. This is also known as rehearsal. Research shows that each time students read a text, their reading improves on many fronts: word recognition, accuracy, automaticity, expression and comprehension. When children move on to a new text, their gains ‘stick.’ The benefits of repeated reading are carried over to new passages.

The key to this strategy is to make it ‘authentic.’ It is not about reading speedily. It is about rehearsal of fluency - expression, rhythm and phrasing, smoothness and word recognition.

**Rhythm and phrasing:** Fluent readers read in meaningful phrases, struggling readers very often read word-by-word. Helping our readers move away from word-by-word reading to more phrased and meaning-filled reading is an important goal for us at Ireby.

## How we teach reading fluency at Ireby

Throughout their time with us the following strategies will apply to all!

**Quality texts:** To support our teaching of fluency, teachers select texts that have a good ‘voice’ and phrasing – texts that are meant to be read orally with expression. Poetry, scripts and narrative work well for developing fluency. This is also why we have carefully selected texts throughout our [English curriculum](#).

**Oral reading:** At Ireby, we read texts aloud! Our fluency practise is oral so that we can reflect on what good fluency sounds like and replicate it! We keep it authentic as we know this improves

oral and silent reading skills. You might find us with puppets, dressing up or just having fun reading with fluency!

**Feedback:** We ensure that children receive feedback on their fluency. We also encourage children to tap into their metacognitive skills and think about how they sound when they read. This is sometimes done against the multidimensional fluency scale.

**Repetition:** Repeated reading is strongly supported at Ireby – we aim to rehearse fluency with appropriate expression, pace and emphasis – as we know this has impact.

**Motivation:** We make our fluency activities fun and engaging! Songs, poems, chants, rhythmic texts, great scripts – all can be played with and beg to be read aloud. Dressing-up, puppets – any excuse to engage and express!

There will also be focus which is more phrase specific:

### **Beginning early: The EYFS**

Fluency in EYFS is supported through well planned strategies that may include:

**Wordless picture book “readings”** where children read aloud wordless picture books – creating stories using illustrations and expressive voices.

**Working with puppets** on their own or in groups having fun with expressive language.

Reading out loud where adults model and make children aware of what they are doing to be a fluent reader and encourage them to do the same.

**Sing songs** together and learn their **favourite poems and rhymes** having fun with expression and familiarity – words will be displayed and followed to support this. Teachers will also use **patterned picture books**, repeating phrases and practising phrasing and expression.

As they enter **Key Stage 1 and Key stage 2** their fluency journey with a focus on:

### **Expressive fluency: ‘It’s all in how you say it!’**

**Emphasising words:** where children read individual sentences aloud emphasising boldfaced word and explaining how their emphasis impacts meaning.

**Connotation in context:** where children are given a series of words and are asked to decide if they have a positive or negative connotation.

**Synonyms for said:** Where specific words replace said and are read with expression and feeling.

**Phrasing nonsense:** Where children read nonsense passages using punctuation to read with expression.

**Text phrasing:** where children read passages out loud and mark where pauses would naturally occur.

**Total Tonality:** where children partner up and take turns reading a phrase, using different voices. Focus will be on tone or nuance of expression – so each reading sounds different!

### **Fluency Fun!**

Which includes strategies such as: Silly songs to familiar tunes, poems for many voices, jump-rope chants, tongue twisters, jokes and character expression.

### **Social Fluency! Choral and echo-reading**

Strategies will include: unison choral reading, refrain choral reading, cumulative choral reading, solo line choral reading, call-and-response reading, simultaneous choral reading, echo-reading or reverse Echo-reading!

### **Partner texts**

This is where children work in pairs for a more intensive experience exploring situational expressions, interviews and dialogue, proverbs theatre, short readers' theatre, 'who said it?' techniques and poems for two voices!

### **Making the most of famous quotes**

Where children learn famous quotes and speeches from a variety of sources where children take on roles as actors and perform famous lines from movies, plays or speeches. This may include Shakespeare or historically famous speeches.

### **By creating a literate environment where fluency can flourish**

We have carefully developed our library and class libraries with books that give plenty of opportunity for performance and expression. We have an open-air stage and story-telling chair to make it all special! We refresh the display every month, making the books attractive and easy for children to find. We understand that the more choice that we present, the less children are likely to engage. Bookshops, for instance, reduce the number of books on display by using outward-facing shelving and tables, so customers can find new books easily. They also refresh their displays to highlight topics, titles or authors they hope will attract customers

**Other strategies we employ are:** read-aloud with pre-prepared texts and storylines, a listening centre where children can listen to audio-books and recordings, buddy reading where we come together as a school and pair readers, poetry jams – where children write and perform poetry to each other! Children write poetry for two voices or take part in a poetry flash mob – taking their friends by surprise!

We love a good readers' theatre festival – where children perform from scripts for each other!

The strategies mentioned above progress as children travel through our school and become immersed in their reading experience! They are not exclusive to certain year groups, or exhaustive! As we grow and learn, so our strategies will evolve and refine – and this policy will need an up-date!

## How we assess fluency

At Ireby, we assess fluency using a 'multidimensional fluency scale' rubric (EARS)

	4 <b>Excelling</b>	3 <b>Proficient</b>	2 <b>Approaching</b>	1 <b>Developing</b>
<b>E</b> <b>Expression</b> <ul style="list-style-type: none"><li>✓ expression matches meaning</li><li>✓ varied volume, intonation, and tone</li><li>✓ reads with confidence</li><li>✓ natural sounding</li></ul>	<ul style="list-style-type: none"> <li>• consistently uses expression through varied intonation, volume, and tone to match meaning</li> <li>• reads with confidence</li> <li>• is natural-sounding and easy to understand</li> </ul>	<ul style="list-style-type: none"> <li>• mostly uses expression by sometimes varying intonation, volume, and tone to match meaning</li> <li>• shows confidence but inconsistently</li> <li>• is mostly natural-sounding and easy to understand</li> </ul>	<ul style="list-style-type: none"> <li>• attempts expression, but is inconsistent and often does not match the meaning</li> <li>• lacks confidence, reads quietly</li> <li>• primarily focuses on saying the words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• pays minimal or no attention to expression</li> <li>• reads in a quiet and monotone voice</li> <li>• reads words as if simply to get them out</li> </ul>
<b>A</b> <b>Automatic Word Recognition</b> <ul style="list-style-type: none"><li>✓ reads automatically</li><li>✓ reads effortlessly</li><li>✓ pace matches text (rate)</li></ul>	<ul style="list-style-type: none"> <li>• reads nearly all words automatically and effortlessly</li> <li>• uses a pace that is consistently conversational and appropriate for the nature of the text</li> <li>• number of words read per minute matches grade-level requirement. See "Target Fluency Ranges" table on page 16</li> </ul>	<ul style="list-style-type: none"> <li>• reads most words automatically and effortlessly</li> <li>• uses a mixture of conversational and slow reading</li> <li>• number of words read per minute meets grade-level requirement. See "Target Fluency Ranges" table on page 16</li> </ul>	<ul style="list-style-type: none"> <li>• does not read most words automatically and has to stop to recognize words</li> <li>• reads at a moderately slow pace</li> <li>• number of words read per minute is below grade-level requirement. See "Target Fluency Ranges" table on page 16</li> </ul>	<ul style="list-style-type: none"> <li>• does not read words automatically and has to stop frequently to recognize words</li> <li>• reads at an excessively slow and laborious pace</li> <li>• number of words read is well below grade-level requirement. See "Target Fluency Ranges" table on page 16</li> </ul>
<b>R</b> <b>Rhythm and Phrasing</b> <ul style="list-style-type: none"><li>✓ reads phrase-by-phrase chunks</li><li>✓ attention to punctuation with intonation and pauses</li><li>✓ easy to listen to</li></ul>	<ul style="list-style-type: none"> <li>• reads primarily in phrases, chunks, and sentence units</li> <li>• pays attention to intonation and pauses at punctuation consistently and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• reads with some chopiness, but is generally able to go phrase by phrase</li> <li>• pays attention to intonation and usually pauses at punctuation consistently and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• reads in two- and three-word phrases frequently</li> <li>• reads with chopiness</li> <li>• often exhibits improper intonation and pauses at punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• reads word by word frequently</li> <li>• reads in a monotonic manner</li> <li>• shows little sense of phrase boundaries</li> <li>• exhibits improper intonation and pauses at punctuation</li> </ul>
<b>S</b> <b>Smoothness</b> <ul style="list-style-type: none"><li>✓ smooth-sounding with flow</li><li>✓ accurate word recognition</li><li>✓ minimal hesitations</li><li>✓ self-corrects</li></ul>	<ul style="list-style-type: none"> <li>• reads nearly all words accurately</li> <li>• reads smoothly, with minimal hesitations</li> <li>• has few word and structure difficulties and corrects quickly</li> </ul>	<ul style="list-style-type: none"> <li>• reads most words accurately</li> <li>• breaks occasionally from smoothness and hesitates</li> <li>• has a few difficulties with specific words and/or structures, but they do not impede overall flow</li> </ul>	<ul style="list-style-type: none"> <li>• struggles to read words accurately</li> <li>• pauses and hesitates frequently at "rough spots" in text, which disrupts the overall flow</li> </ul>	<ul style="list-style-type: none"> <li>• requires frequent assistance for inaccuracies: long pauses, insertions, mispronunciation, omissions, false starts, sound-outs, repetitions</li> <li>• is unaware of mistakes</li> </ul>

We assess children by listening to their reading and scoring them on the rubrics above. The maximum score is 16, the lowest 4. This supports our ability to support children's progress with the provision they require.

## **Collecting evidence at Ireby**

Government recommends that teachers do not have to collect and record evidence of children's achievements for the Early Years Foundation Stage Profile.

We understand that every moment spent in observing, recording, collecting and compiling evidence takes teachers' time away from teaching, including talking.

Teachers should draw on their knowledge of children to make a summative assessment of each individual at the end of the Reception year. This is sufficient to assess the child's level of development in relation to each of the Early Learning Goals. Instead, at Ireby, we focus on maximising the time we spend in conversation with our children and the quality of our interactions.

## **Building a team of expert teachers**

Our literacy lead manages the teaching of reading across our school. At Ireby, our lead is an expert in our chosen phonics programme (R,W,I) for Reception and year 1 and the programme for catch up, has completed training in middle leadership and has trained on the Herts For Learning fluency resource.

## **Impact**

The impact of all our work is a deep understanding of our English language and the ability to communicate effectively through fluency. This will translate into being readers that will transport our children through their life. Language and reading is not just for pleasure. They are vital life-skills. Reading matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone.

At Ireby, the impact on our children is significant. They leave able to access all areas of their curriculum with a vast range of vocabulary and understanding. They leave ready for secondary school and the challenges it offers. We see the progress in our phonics work, in their reading ages, their level of fluency at every stage. They perform well in National tests at every level and they tell us – they love their reading.

## **Timetabling and organisation**

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, English is planned on a two-year rolling programme.

In Key Stage 1, children who have completed their phonics training, will then receive two focussed reading fluency lessons, 2 reading comprehension lessons and 4 English lessons which combine fluency, comprehension and writing.

In Key Stage 2, children receive one, one-hour [reciprocal reading](#) lesson which focussed on fluency and comprehension strategies, two reading fluency lessons and five English lessons which focus on a fluency, comprehension, grammar and writing across a range of text types.

## **English reading End points:**

### **Key Stage 1**

<b>Read words accurately and fluently</b>	
	Apply phonic knowledge and skills as the route to decode words.
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
	Read other words of more than one syllable that contain taught GPCs.
	Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
	Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
	Re-read these books to build up fluency and confidence in word reading.
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
	Read accurately words of two or more syllables that contain the same graphemes as above.
	Read words containing common suffixes.
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Re-read books to build up fluency and confidence in word reading.
	Read up to 90 words per minute with accuracy at their reading age

## Lower Key Stage 2

<b>Read words accurately</b>	<ul style="list-style-type: none"> <li>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>Read further exception words, noting the spellings.</li> </ul>
<b>Read with fluency and accuracy</b>	Read up to 90 words per minute with accuracy at their reading age
<b>Understand texts</b>	<p>Draw inferences from reading.</p> <p>Predict from details stated and implied.</p> <p>Recall and summarise main ideas.</p> <p>Discuss words and phrases that capture the imagination.</p> <p>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</p>
	<p>Prepare poems and plays to read aloud with expression, volume, tone and intonation.</p> <p>Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</p> <p>Recognise some different forms of poetry.</p>

	Explain and discuss understanding of reading, maintaining focus on the topic.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Predict what might happen from details stated and implied.
	Identify main ideas drawn from more than one paragraph and summarise these.
	Identify how language, structure and presentation contribute to meaning.
	Ask questions to improve understanding of a text.
	Draw inferences from reading.

## Upper key Stage 2

<b>Read words accurately and fluently</b>	
	Apply knowledge of root words, prefixes and suffixes.
	Read age-appropriate books with confidence and fluency (including whole novels).
	(Note: this should be through normal reading rather than direct teaching.)
	Read up to 90 words per minute with accuracy at their reading age
<b>Understand texts</b>	
	Recommend books to peers, giving reasons for choices.
	Identify and discuss themes and conventions in and across a wide range of writing.
	Make comparisons within and across books.
	Learn a wide range of poetry by heart.
	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
	Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
	Ask questions to improve understanding.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Predict what might happen from details stated and implied.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	Identify how language, structure and presentation contribute to meaning.
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Retrieve and record information from non-fiction.

	Participate in discussion about books, taking turns and listening and responding to what others say.
	Distinguish between statements of fact and opinion.
	Provide reasoned justifications for views.

### **Monitoring and evaluation of effectiveness of this policy**

The headteacher and English subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

<b>Activity</b>	<b>Frequency</b>
Listening to readers	Selected governor will listen to readers on a weekly basis and feedback on accuracy, fluency and comprehension with focus on vulnerable children
Lesson observations	Our English leader will sample English lessons during the year
Pupil voice	Samples on English during year, Governors reading to children weekly including PPG
Collecting and evaluating summative assessment	Termly  Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

### **Monitoring and review of this policy**

Senior leaders monitor the school's English and reading policy so that we can take account of new initiatives and research or any changes in the English curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if required.