

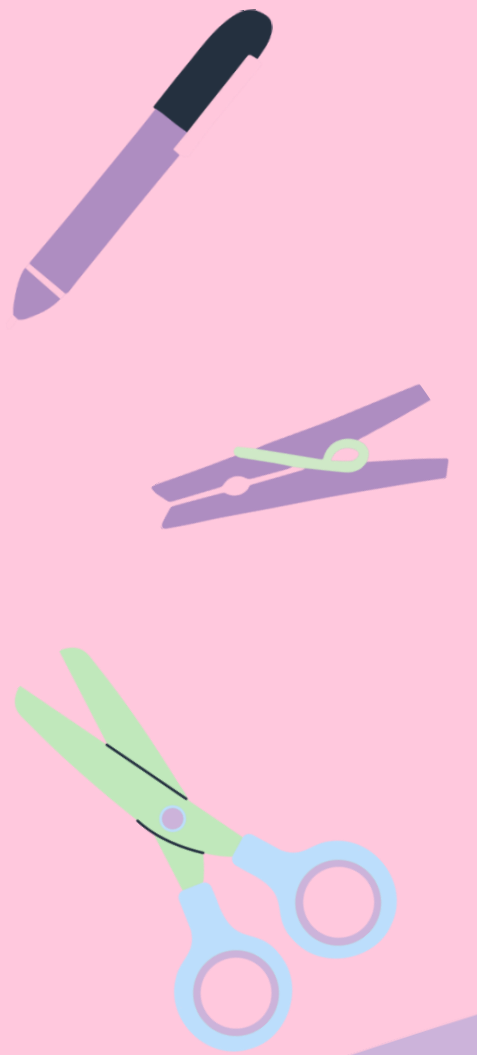
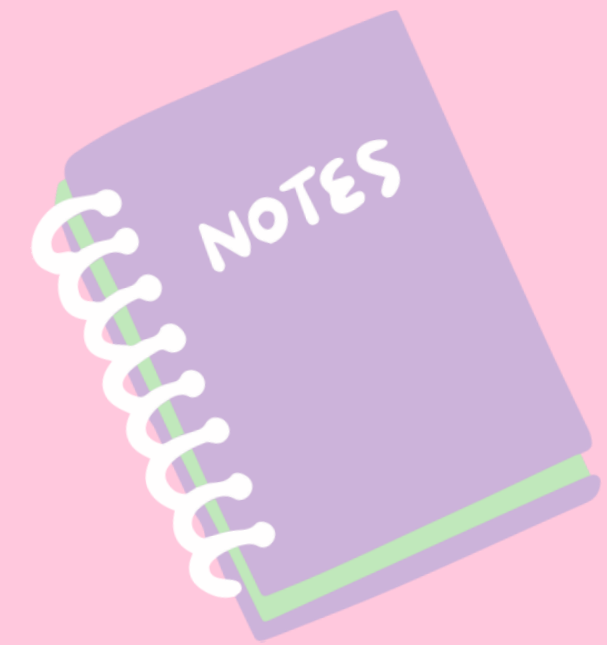
HANHAM PRIMARY FEDERATION

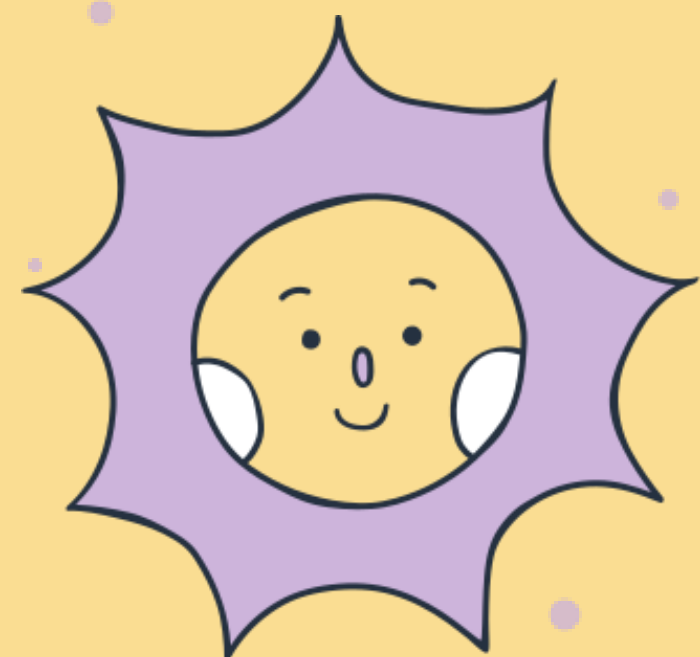
FLUENCY TOOLKIT



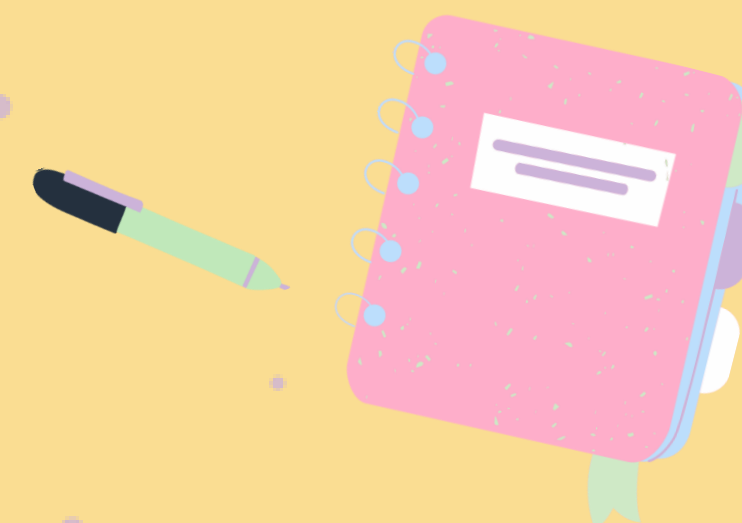
WHAT IS FLUENCY?

Reading fluency is the ability to read with speed, accuracy and proper expression. It is made up of the following components: automaticity (rapid word reading without conscious decoding), accuracy (words read accurately - typically measured as a percentage) and prosody (expressive, phrased reading).






HPF TOOLKIT





We have developed a toolkit of strategies for staff to use to support children to improve their fluency.



WHAT ARE THE STRATEGIES?



Echo
reading


A pink flower with a yellow center and green leaves, located at the bottom left of the slide.

Choral
reading




Phrase
marking


WHAT ARE THE STRATEGIES?



Repeated
reading

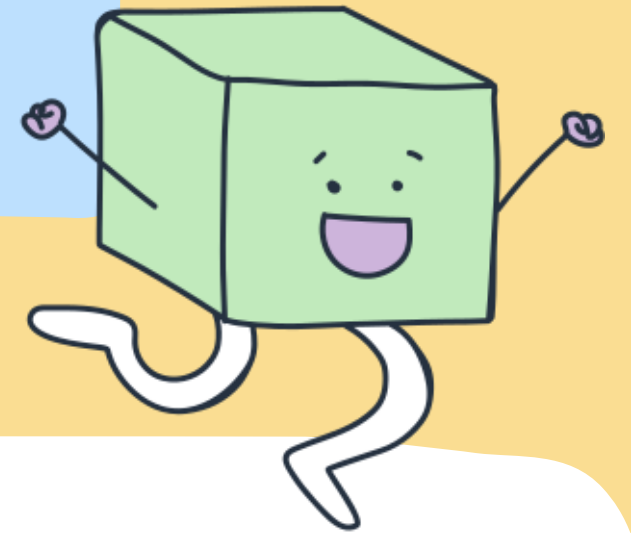


Performance



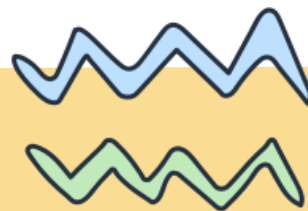
Modelling
thinking

ECHO READING



Why?

- Teaches prosody (rhythm, stress, and intonation of speech).
- Provides important information beyond a sentence's literal word meaning.
- Develops children as an expressive reader.
- Shows them how they should sound when they read out loud.

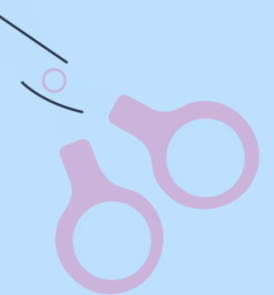
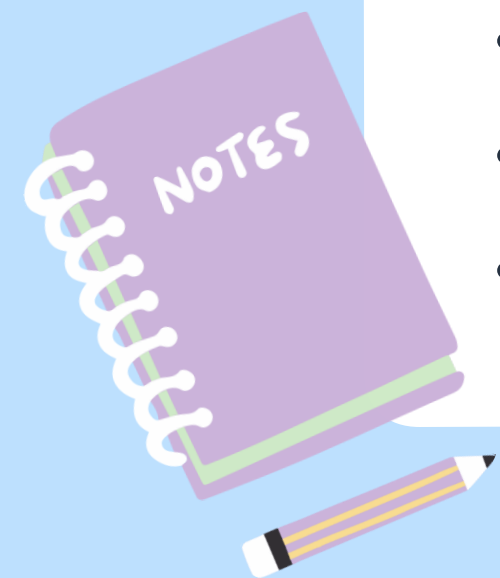


ECHO READING


How?



- Read a short segment of text (sentence or short paragraph) for children to echo back.
- Model with prosody.
- Use a predictable or patterned book.
- Use your finger to track so children can see what to follow.



CHORAL READING



Why?

- Helps children build their fluency, self-confidence and motivation in reading.
- Provides a model of fluency.
- Improves sight word recognition.
- Allows practise and support.
- Enjoyable and motivating for children.

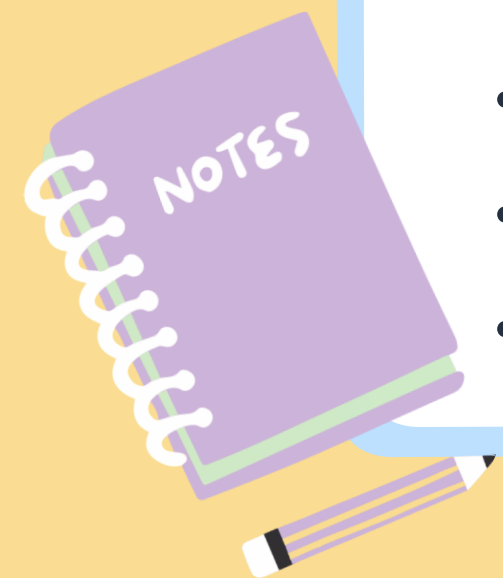


CHORAL READING


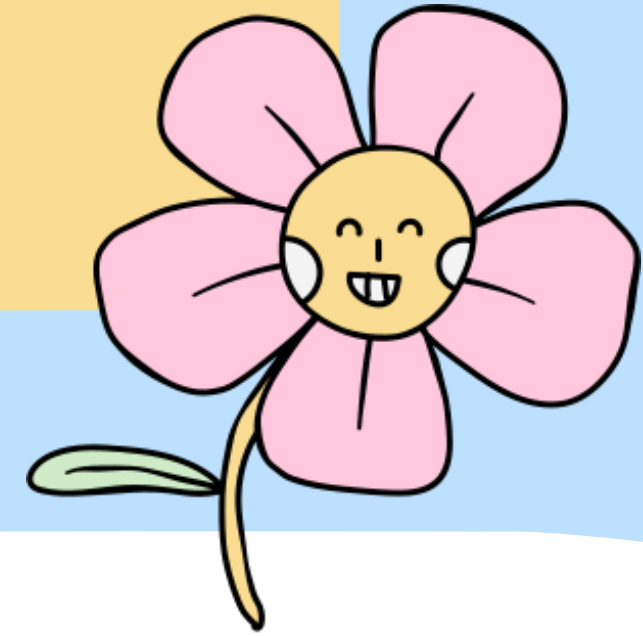
How?



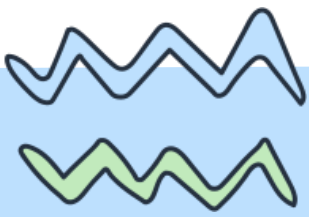
- Read aloud, in unison, with the whole class or group of children.
- Texts should be of an appropriate level.
- Texts should ideally have dialogue, rhythm and rhyme.
- Text should be short in length.
- Each reader should have a copy of the text.



PHRASE MARKING



Why?

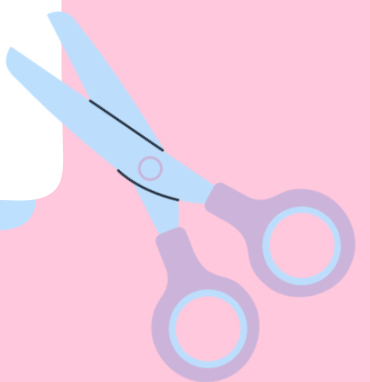
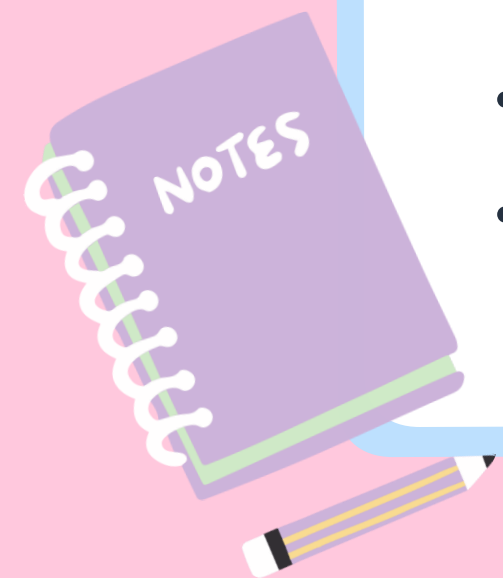
- Teaches children to recognise the natural pauses that occur between phrases in their reading.
 - Enhances children's comprehension of the text.
 - Conveys the meaning and use of your voice.
 - Appropriate phrasing marks the phrase boundaries in speech.
- 

PHRASE MARKING

How?



- Mark a short text with slashes – one slash for within sentence phrase breaks and two slashes for longer pauses.
- Model to the children with extra emphasis on the phrasing of the text.
- Children then have a go themselves, in groups or independently, before reading the text again without the markings.

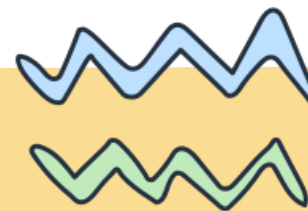


REPEATED READING



Why?

- Improves reading ability.
- Supports children who have phonics skills but can't apply these skills fluently when reading.
- Develops decoding automaticity with struggling readers.

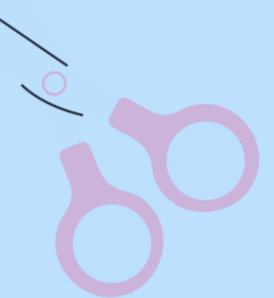
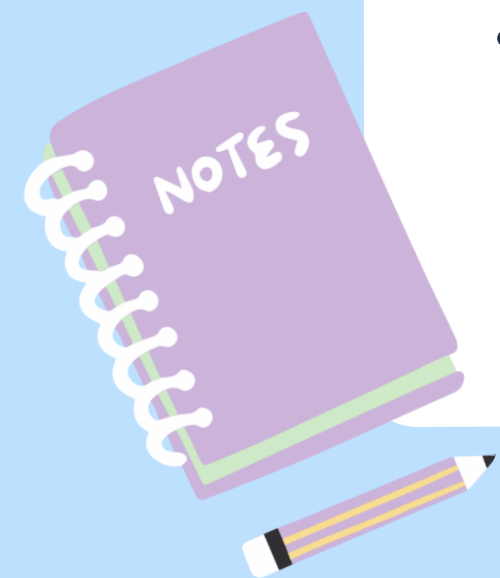


REPEATED READING

How?



- Ask children to read aloud a short text passage (50-200 words) repeatedly until they reach the expected speed and accuracy for their age.



PERFORMANCE



Why?

- Leads to engagement in and enjoyment of reading.
- Also improves reading comprehension.

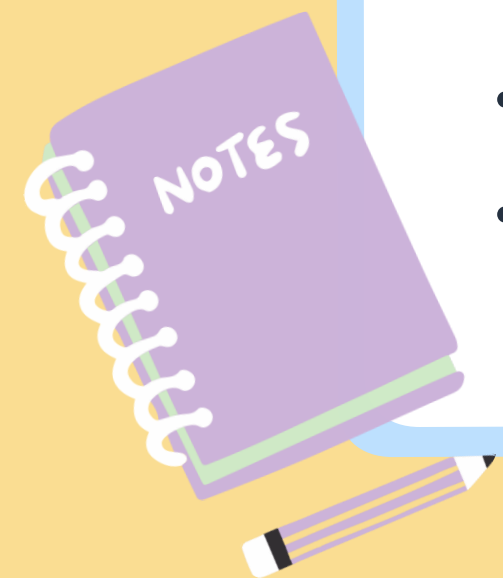


PERFORMANCE

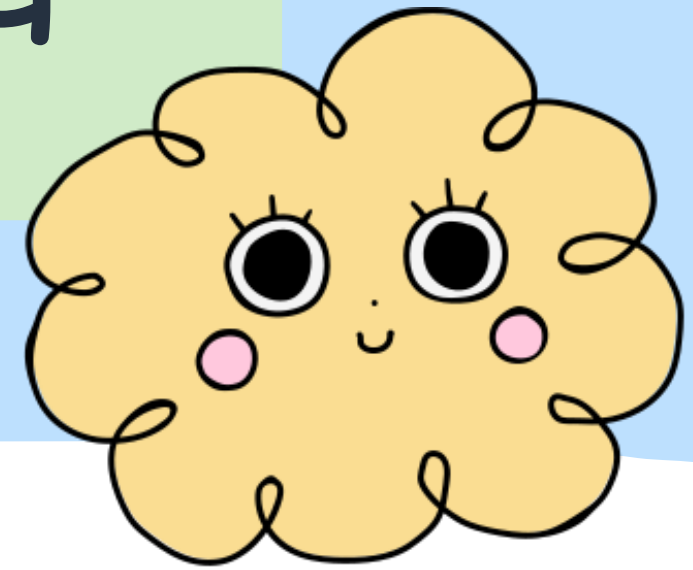
How?



- Choose a book with memorable and repeated language or refrains that can be acted out with gestures, sound effects, props and voices.
- Read the text aloud to the children and model the use of gestures, sound effects, etc.
- Encourage children to participate during the reading and repeated readings of the text and act it out as they discuss it.

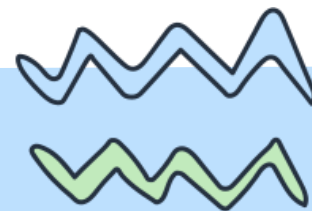


MODELLED THINKING



Why?

- Provides an opportunity for children to see and hear skilled reading behaviours.
- Through this high level scaffolding, children begin to imitate and internalise the modelled reading strategies.
- Children gradually experience success and independence.

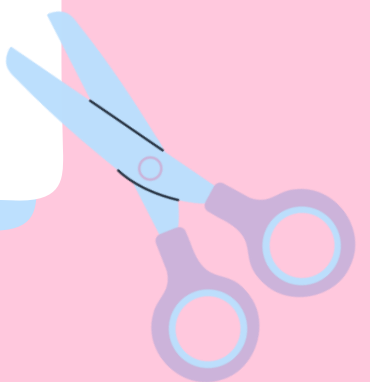
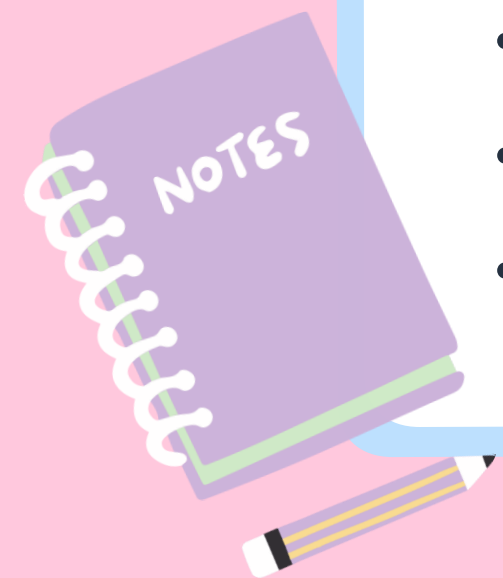


MODELLLED THINKING

How?



- When reading to children, model fluency, phrasing and intonation.
- Model adapting reading strategies to gain meaning from different text types.
- Model self-correction strategies.
- Also useful when teaching comprehension skills (e.g. thinking aloud when making predictions).





THANK YOU

ANY QUESTIONS?