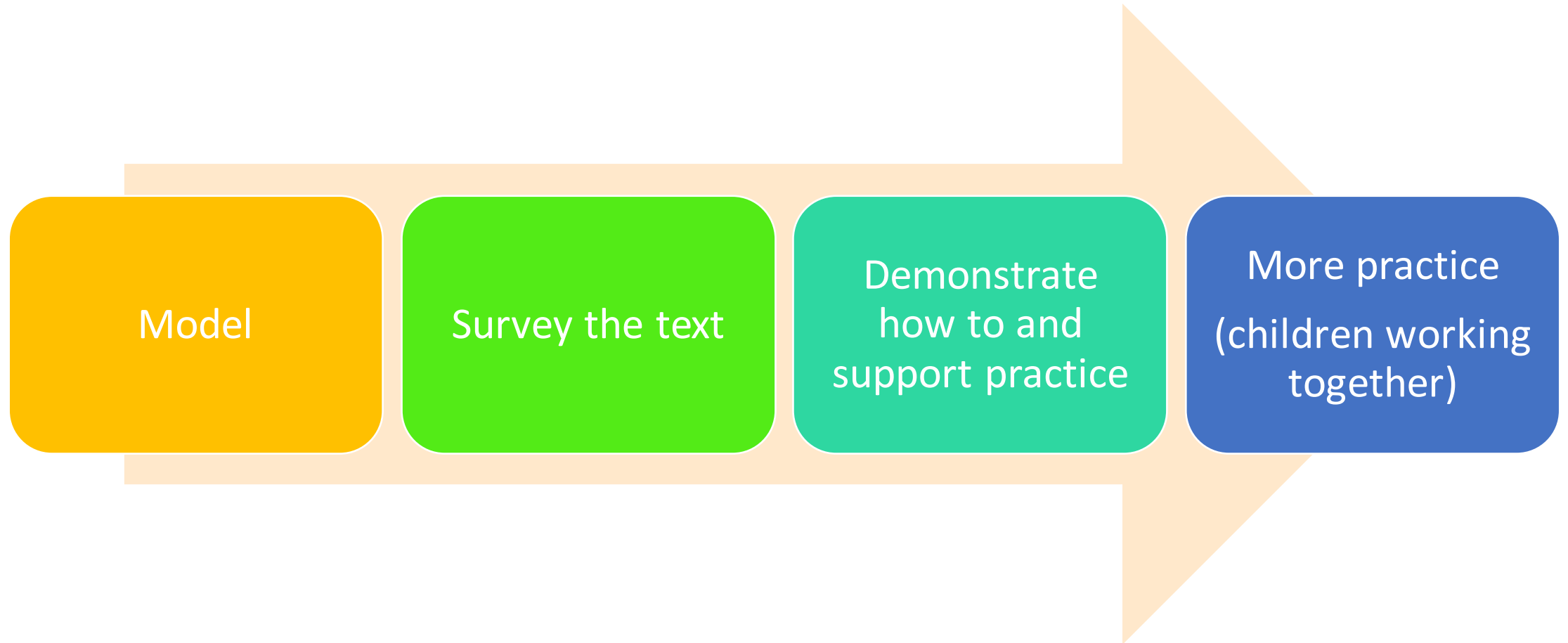


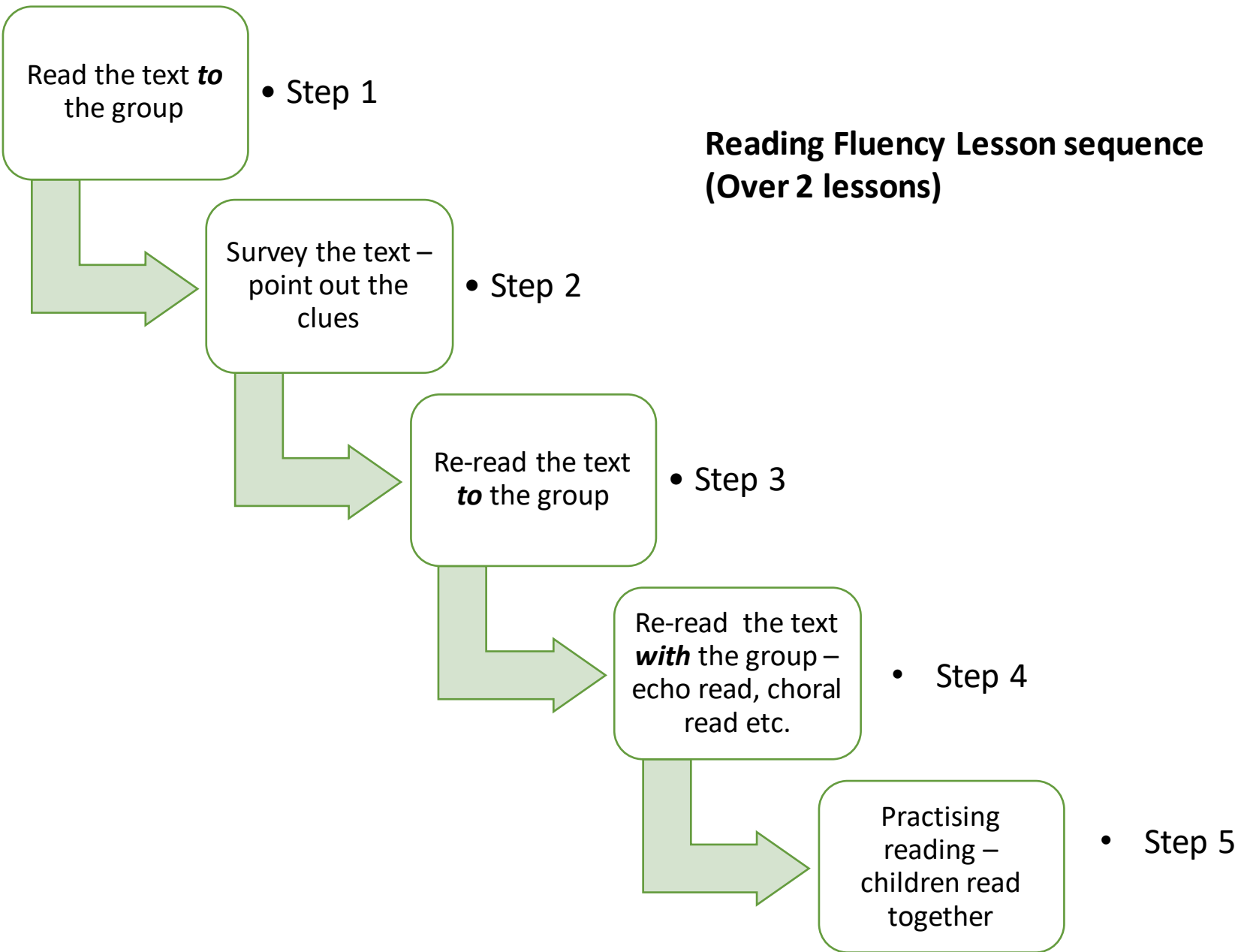
A teaching sequence focusing on improving reading fluency



Reading fluency lessons

- In a reading fluency lesson the member of staff models effective and expressive reading a number of times, and points out the clues that lead them to read the text that way. The group are given multiple opportunities to practise reading aloud and improve their fluency, expression and phrasing
- We can express the lesson structure as a series of steps

**Reading Fluency Lesson sequence
(Over 2 lessons)**



Fluency lesson planning outline and format

Lesson 1 and 2 each week Fluency focused lesson	
Reading to / with	<p>Familiar book reading The adult re- reads the familiar text (text 1) with the group, together</p> <ul style="list-style-type: none"> This will be a book or text read the previous week or previous lesson so it is known to the group. (It is likely to be a section rather than a complete text.) With the group means that the children join in with the reading as much as they can, applying the skills that they learnt in the previous lesson It is important that the children can see the text, so they need their own copy or the text must be enlarged You could read it together more than once
Reading to	<p>New book reading The adult introduces and reads a section of a text (text 2) to the group</p> <ul style="list-style-type: none"> Read the text aloud, modelling fluent reading To the group means that the children aren't asked to join in. (They may do this without direction which would be lovely!)
Return to the text	<p>Survey the text</p> <ul style="list-style-type: none"> Ask children to comment on the way that you read the text Point out any obvious clues (punctuation, words in bold) which led you to read the text in that way Highlight other clues which help the reader read the text well <ul style="list-style-type: none"> You may need to be more detailed and specific as the programme develops Link and make a strong connection between your oral reading and the clues in the text, <ul style="list-style-type: none"> E.g. point out how the punctuation, requires you to pause (at full stops and commas), or change your voice (at speech marks)
Reading to then reading with	<p>The adult re- reads the text (text 2) to the group again</p> <ul style="list-style-type: none"> Ask them to listen carefully to how you are reading it, e.g. can they hear the pause at the full stop...? <p>Leading into ...</p> <p>The adult and the group read the new text together</p> <ul style="list-style-type: none"> The group read the text with the adult <ul style="list-style-type: none"> Reading with – e.g. choral reading. The children read the text at the same time as the adult, with the same intonation and phrasing Reading after (Copy reading or echo reading). The children read after the adult <ul style="list-style-type: none"> The adult stops reading at appropriate points (e.g. at the end of each sentence) The children read the same sentence copying the adult's phrasing, pace, intonation and expression
Practising reading	<p>Children practise reading the text to each other or together as a group</p> <ul style="list-style-type: none"> Create opportunities for more re-reading and repetition, for example <ul style="list-style-type: none"> In pairs, children echo read The group read collectively and chorally to the adult One child reads to the group 3 children develop a reading, while the adult reads with 1 child The reading could be in character, or adopting a particular tone of voice, or even delivered as a song

Boo!



Boo!

SHE DIDN'T LIKE IT at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

She went up to her bedroom early. She turned the key and locked the door. She latched the windows and drew the curtains. She peered inside her wardrobe, and pulled open the bottom drawer of her chest-of-drawers; she got down on her knees and looked under the bed.

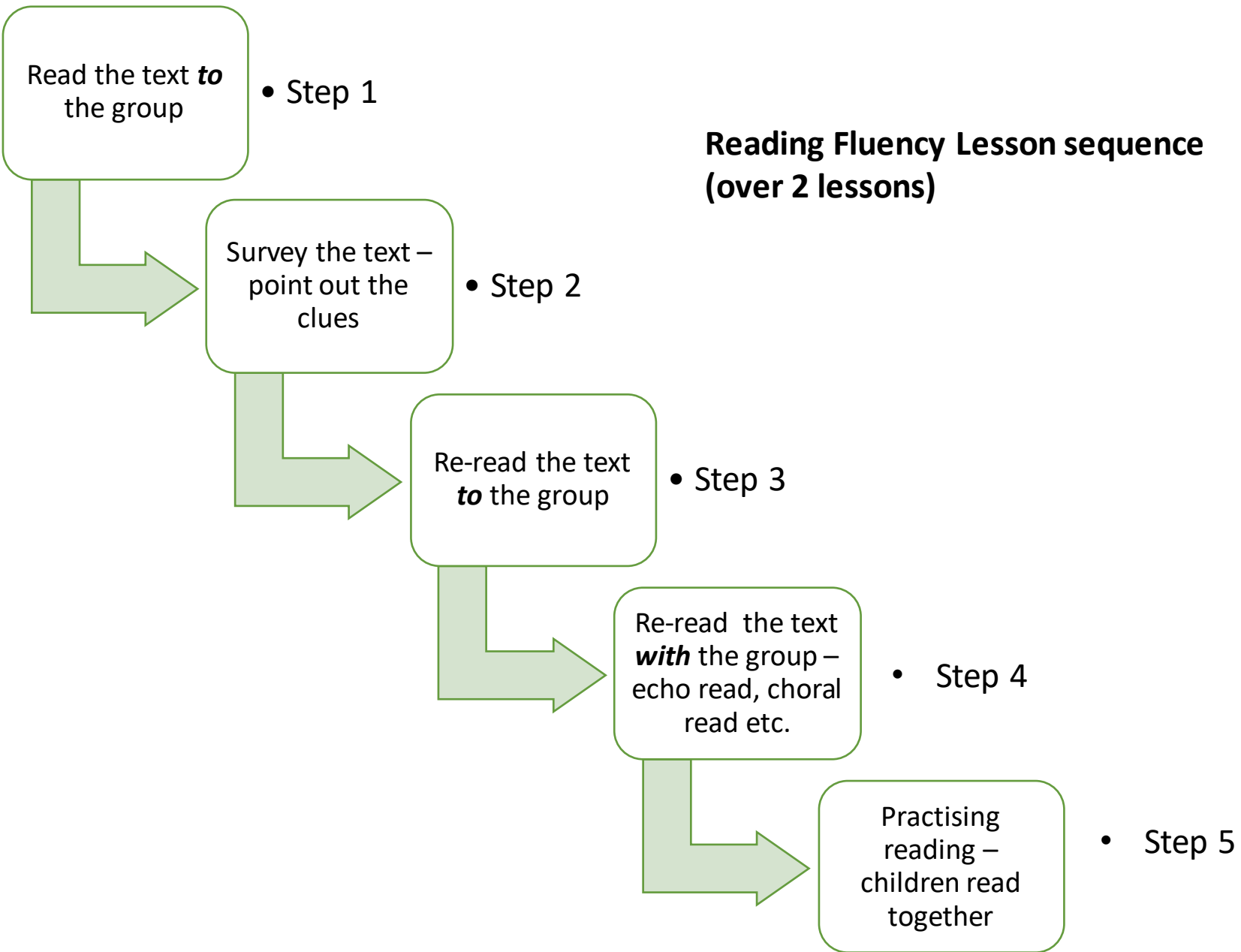
She undressed; she put on her nightdress.

She pulled back the heavy linen cover and climbed into bed. Not to read but to try and sleep—she wanted to sleep as soon as she could. She reached out and turned off the lamp.

'That's good,' said a little voice. 'Now we're safely locked in for the night.'



**Reading Fluency Lesson sequence
(over 2 lessons)**



Step 1 – model the reading *to*
the group



Boo!

She didn't like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

Step 2 – survey the text – point out the clues you’re using

Adverbial phrase between commas – chunk the words together as a unit

Exclamation mark tells me to read it with excitement – like I’m jumping out and surprising someone

Natural (slight) pause after *all*

Boo!

She didn’t like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

Comma after *and* means that you pause there. *And* given emphasis

Sentences run on past the end of the line, keep reading!

Step 3 – re-read the text *to*
the group



Boo!

She didn't like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

Step 4 – re-read the text *with* the group, e.g. echo and choral reading



- Read after me – using the echo reading technique

Boo!

She didn't like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

Step 4 – re-read the text *with* the group, e.g. echo and choral reading



- Read with me – using the choral reading technique

Boo!

She didn't like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

Step 5 – children practise reading
together

- Practise reading aloud in your pair
 1. Echo read – take it in turns to lead the reading and the other echo your phrasing and intonation
 2. Choral read – read the text together, in turn being the leading or dominant voice

Boo!

She didn't like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.