

Reading Fluency:

A Whole School Approach

Rationale

The rationale paraphrases an article by Timothy Rasinski. The full article can be found in full [here](#).

Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.

If readers can decode words accurately but have to employ an excessive proportion of their cognitive resources to do so, they have fewer of those resources available for comprehension. However, when readers are accurate and automatic, they can decode with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read.

Another component of fluency that links word recognition to comprehension is prosody (or expressive oral – and silent – reading). Think of anyone you would consider a fluent reader: not only do they decode words automatically, but they also read the words in texts with expression and phrasing that reflects and amplifies the meaning of the text. To read with appropriate expression and phrasing requires the reader to access the meaning of the text.

Readers who read with high levels of word recognition automaticity and with good prosody tend to be the most proficient readers. Lower levels of automaticity and prosody are associated with lower levels of comprehension and overall proficiency.

To achieve fluency, pupils need to:-

Be read aloud to: This allows them to hear fluent reading

Engage in assisted reading: Pupils read a text whilst listening to a fluent reading of the same text; and

Be given opportunities for repeated reading: pupils practice reading texts repeatedly until they can read the text in a fluent manner.

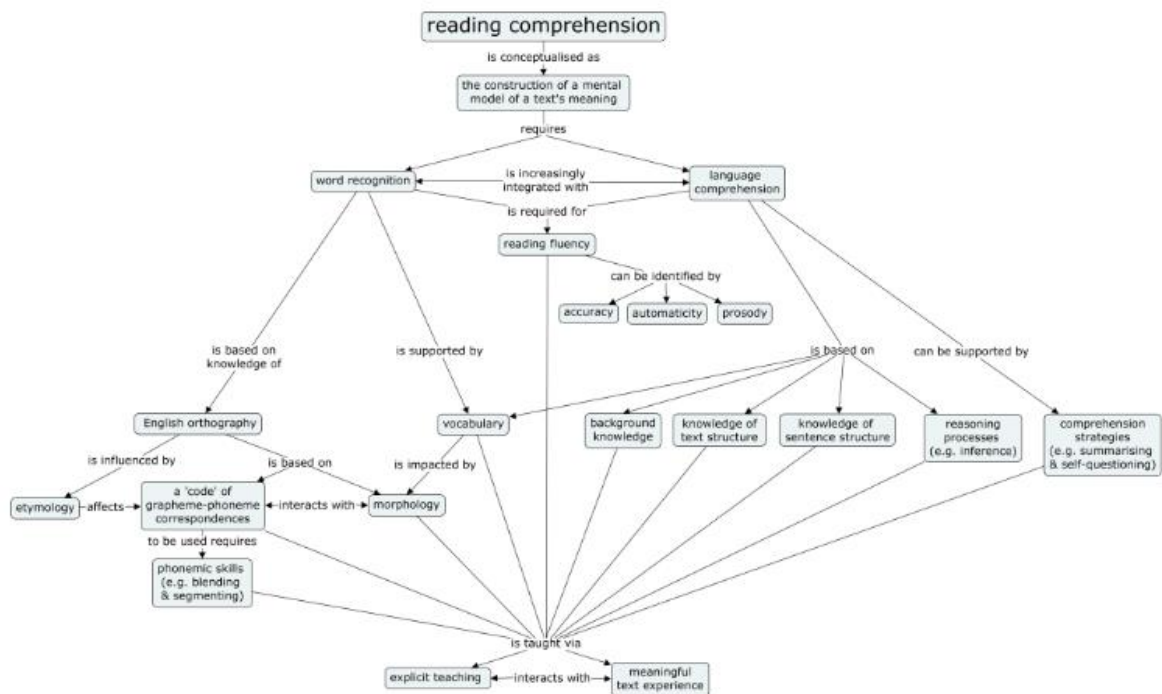
Our approach is based on the work of Christopher Such

We use three sessions that help to balance the three priorities addressed by every effective approach to teaching reading lessons:

- Build reading fluency through practice.
- Read plenty of thoughtfully chosen texts.
- Discuss texts in depth.

We teach using three reading lesson structures, each of which matches one of the above priorities:

- Fluency reading
- Extended reading
- Close reading



Progression & Continuity

Fluency and Comprehension Reading sessions using this specific approach begin in earnest in Year 2 and continue up through the school up into Year 6.

However, given fluency's importance as a bridge between effortful decoding and comprehension, it is also built into practice from the earliest stages of teaching reading.

[Group Reading](#) (see link here), used throughout Reception and Year 1, while primarily focused on decoding and blending, works towards pupils reading a book with increasing levels of independence, increased fluency and an increased focus on prosody.

[1:1 reading](#) in Reception and KS1, while primarily focused on decoding, also looks to achieve greater fluency with repeated reads.

It is assumed that fluent reading is the foundation for good reading comprehension, hence the focus here on fluency first. As readers become more fluent (both within their experience of repeated reads of one book and across their time in school) so the focus switches naturally to book talk and comprehension.

While fluency remains an integral part of the teaching and learning of reading right up into Year 6, there is obviously progression in terms of the increasing complexity of text, vocabulary, sentence structures and content as they move through school.

Daily Group and Fluency and Comprehension sessions for the teaching of reading are complemented by Book Talk which is a fundamental part of each [Power of Reading Unit](#). We explore challenging, rich, age-appropriate texts, looking for connections, including with books our pupils have read in their Fluency sessions.

Daily teaching sessions are also complemented by [Class Reads](#).

Reception-

Group reading happens Monday to Thursday. Each child is supported through a group reading session depending on the child's ability and level of understanding. On Monday, Tuesday and Thursday 2 groups read with an adult while the rest of the class stays with T or TA. Wednesday only one group reads (due to staffing). For some pupils the group reading is still about discussing what they notice and sound recognition.

KS1

In Year 1 -

Group Reading happens daily. Pupils are split into 5 groups:- group 1 reads with the class teacher; group 2 reads the TA; group 3 are part of reading club; group 4 and 5 read individually.

In Year 2

Pupils are taught using Group reading until the end of the Autumn term.

From the Spring term Year 2 pupils receive 'Fluency' reading lessons with the class teacher every other week, with Group Reading continuing on the other weeks.

Pupils' fluency is assessed termly using assessment packs provided.

KS2

Reading Fluency and Comprehension is taught in whole class groups, the approach adhering to a 'keep up not catch up' principle, similar to how we teach maths. Differentiation can and is applied through questioning, pre-teaching and extra time with text?

In Year 3/4

Fluency reading lessons happen 3x week with the teacher.

The first two days focus on pure reading fluency.

On day 3 – the focus switches to the development of comprehension skills – a mixture of oral and written.

The remaining two days are devoted to 'love of reading.' Pupils read independently, the teacher reads with pupils and encourages them in their choices and provides post/pre-teaching of other curriculum areas.

Pupils who have been identified through assessments (NGRT, Fluency as well as Phonics retakes) will also receive additional reading sessions in the week with the class teacher and/or the class TA.

Pupils with high needs will be receive daily 1:1 phonic sessions if necessary

In Year 5/6

Fluency in upper key stage 2 follows the same structure as years 3 and 4:

Fluency reading lessons happen 3x week with the teacher.

The first two days focus on pure reading fluency. On day 3 – the focus switches to the development of comprehension skills – written.

The remaining two days are devoted to 'love of reading.' Pupils read independently, the teacher reads with pupils and encourages them in their choices, and provides post/pre-teaching of other curriculum areas

In Year 5/6 we also promote a love of reading and vocabulary through class Padlets. Pupils often share their thoughts/ recommendations during Love of Reading sessions but also engage independently on the Padlet in their own time.

For those children who need it (determined through NGRT and fluency assessments) there are also additional group sessions, often based on a current subject focus or theme, for example WW2. They will also have 1:1 reading with a class teacher and/or TA regularly through the week.

Pupils with high needs will be receive daily 1:1 phonic sessions if necessary

