

The background features a large, light blue circle on the left side. The rest of the image is filled with a complex, low-poly geometric pattern of triangles in various shades of orange, yellow, green, and blue, creating a textured, crystalline effect.

# Reading Fluency

# How do we teach reading at Horn Park?

***“The reading of all good books is like conversation with the finest (people) of the past centuries.” – Descartes***

At Horn Park, we are passionate about developing a life-long love of reading - an enjoyment of broadening knowledge and engaging with high-quality literature. Our culture of reading runs through the lifeblood of Horn Park, nurturing reading skills and behaviours. These skills enable all children to engage with the literary world and gain the cultural capital that will help drive their successes in school and beyond. At Horn Park, we ensure reading is at the forefront of all subjects we teach, visible on displays and accessible in inspiring book corners and on display – it is everywhere, not in isolation. Through high-quality, systematic teaching of Phonics to close textual analysis and debate over inferential meaning, children enjoy a rich reading journey from the moment they enter Horn Park and continue to be readers for life.

# There are many elements that make up reading.

- Reading lessons will:
  - Vary how we address promoting and stretching vocabulary
  - Develop children's cultural capital (through texts we read)
  - Promote fluency through whole class reading
  - Develop comprehension skills

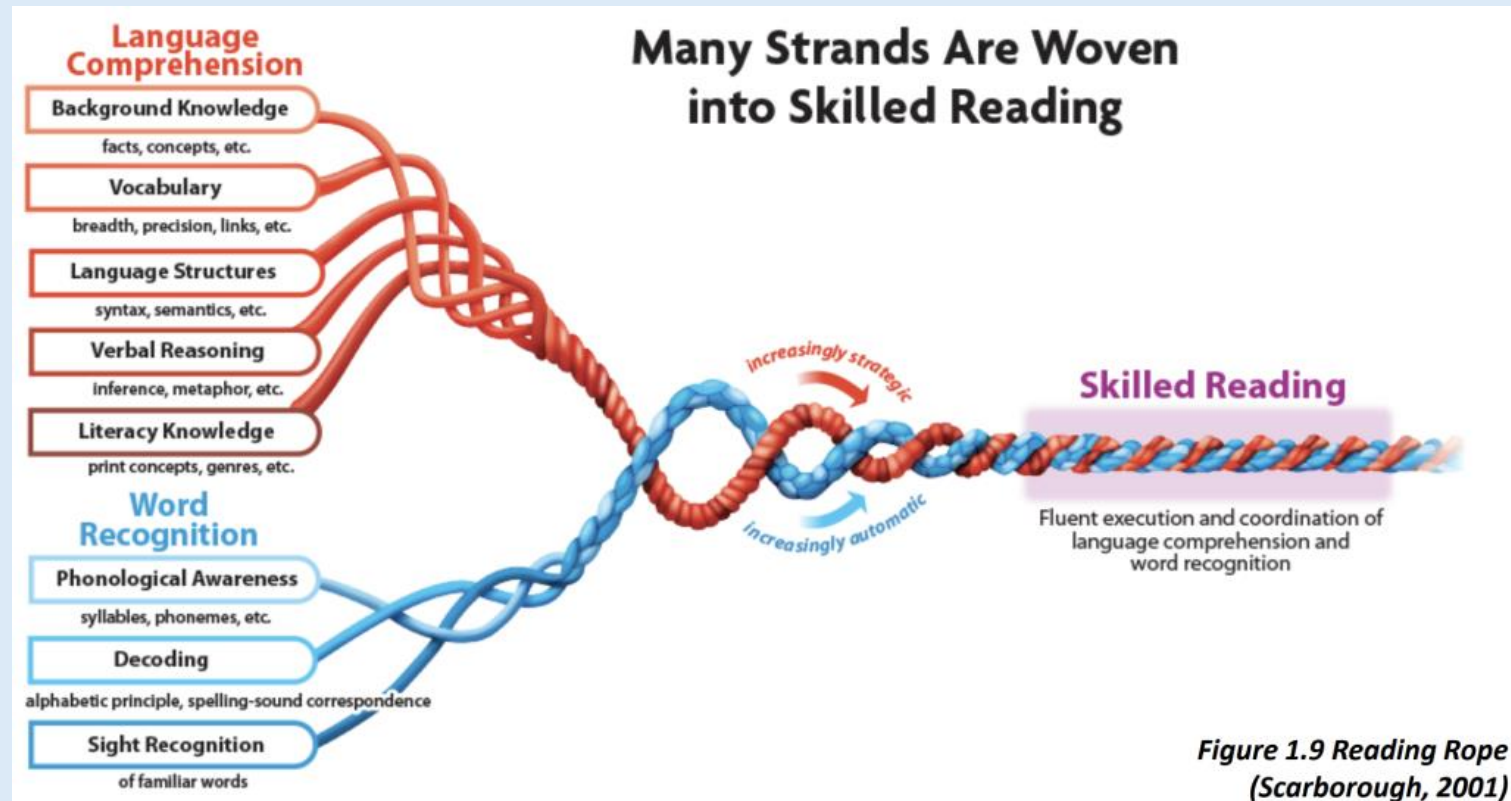


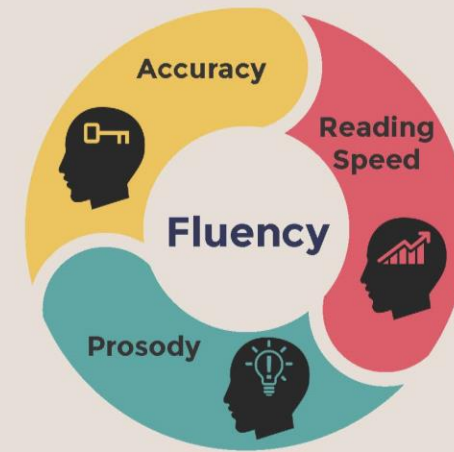
Figure 1.9 Reading Rope  
(Scarborough, 2001)

# Fluency

- What do these sessions look like?
- How / What are we modelling?

Fluency practice via repeated oral reading: fluency is strengthened when children are provided with a modelled reading of the same text to guide their attempts and using a text that is above the level of difficulty that the children would otherwise attempt to read. Children need to understand that the aim of reading practice is the derivation of meaning from text. Model how to navigate punctuation in oral reading and the use of prosodic rhythm.

## Oral reading fluency includes 3 parts.



### Accuracy

Reading with few errors.

### Reading Speed

The rate at which a student reads.

### Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

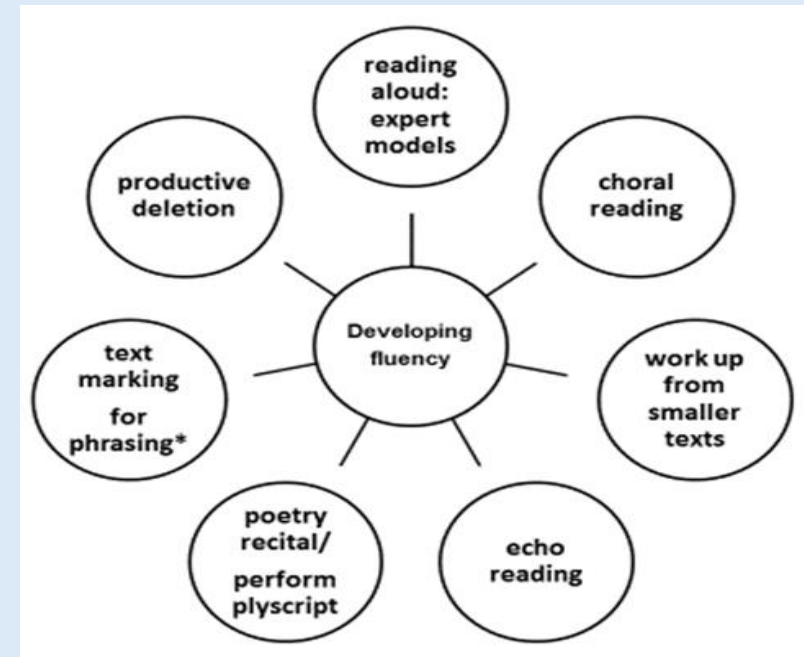
## Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

How are we building fluency practise every day, as part of the reading session?

# Strategies for developing fluency

1. Use a ruler or finger to follow along.
2. Read the same thing several times.
3. Pre-teach vocabulary.
- 4 .Make use of a variety of books and materials.
5. Guide children to establish a steady pace.
6. Use paired reading to practise their fluency and prosody.



# Strategies

## Choral Reading

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

# Strategies

## Rally Reading

In this strategy, students read aloud to each other. Taking it in turns to read a sentence or a word. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.

# Strategies

## Echo Reading (I Read, You Read)

In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the student(s) echo it back.

"Echo reading works best for short segments of text as particularly well-suited for beginning readers" (Jennings, Caldwell, and Lerner, 2014).



# Strategies

## Punctuation discussion

In this strategy, the teacher has some discussion about how to use vocabulary and provides scaffolds/models in order to help children to use it. This can just be a simple discussion about a piece of punctuation in the text.

## Highlighting / Skimming and Scanning

- Finding the verb, finding different phrases etc.

## Productive deletion/cloze

- Removing words of a familiar text so children can identify pronouns etc.