Fluency reading sessions at Dallimore in KS2

What is fluency?

- Reading fluency is essential for comprehension. It involves accuracy, automaticity, and prosody.
- Accuracy – the ability to decode without error/very rare errors.
- Automaticity – ability to read quickly and with relative ease. It is suggested that meaning is difficult to achieve with rates of less than 90 words per minute (McGuiness, 2006).
- Prosody – the ability to read in a way that mirrors the sounds of natural spoken language. Intonation, stress and rhythm are key. Prosody sounds like the reading of a capable adult (Such, 2022).

Why teach reading using a modelled and choral read?

- Repeated oral reading can develop fluency over time. This practice is strengthened when children are provided with a modelled read of the text that they will be reading to guide their attempts.
- This fluency practice can be strengthened further by ensuring that the text is above the level of reading difficulty that children would otherwise attempt to read. The non-fiction texts we use at Dallimore provide a challenging level of text for children to improve their fluency.
- Texts can be linked to the wider curriculum to support the fact that making meaning should still be at the heart of reading (Such, 2022).

Fluency lesson structure at Dallimore

Tier 2 and Tier 3 vocab check

Children gain an understanding of difficult vocabulary that they are going to come across in the text.

Children should say the particular word to support their fluent reading in the session.
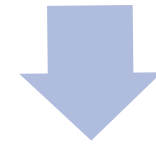
Teacher models part of the text aloud to the class demonstrating fluency. At first, a teacher may read in a monotonous or stilted manner to demonstrate what fluent reading is. Texts should be roughly 1 - 1.5 minutes in reading time.

Children should chorally read the text aloud, using their own copy of the text. They could track the text with their ruler/overlay.

Teacher listens for any parts that require remodelling and does this once the text has been read.

Children re-read the text to develop their fluent reading. They should have read the text three times with an increasing amount of fluency on each read.

1 or 2 children might read aloud following this to demonstrate fluency and add purpose to the session.

A discussion around the text should take place to ensure that children are making meaning.

A few VIPERS questions will be provided for the children to answer. This provides an assessment opportunity to ensure that the children have understood what they've read.

The role of the TA

Where one or two children really struggle, they may require 1-1 or small group support.

This could take place outside of the classroom with a TA who will model the fluent reading of the text and the children will re-read, 3 times, with a focus on increasing fluency. It may be that the text is broken down into smaller parts at first and modelled in chunks.

If the reading level of a particular child is significantly below that of the rest of the class, it may be that a different text is required provided there is sufficient TA support to allow for this.

Prepared questions should still be asked to check understanding.