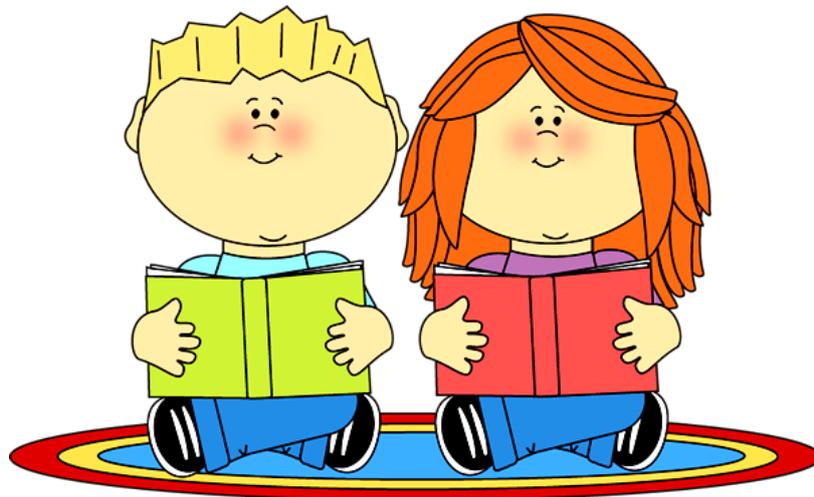


*Inspiring Learners For Life*



# Strategies for accuracy and fluency of reading



This leaflet gives you strategies to work on with your child to improve accuracy and fluency of reading.

# What is fluency?

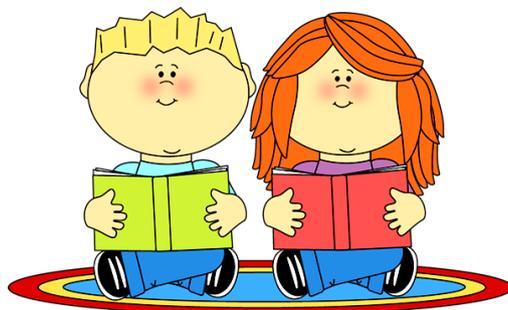
Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.

Fluent readers should read in phrases and add intonation appropriately. Their reading is smooth and has expression.

Children who do not read with fluency sound choppy and awkward. They may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading.

Fluency is also important for motivation; children who find reading laborious tend not to want read! As children progress through primary school and move into secondary school, fluency becomes increasingly important.

Teachers and parents should frequently model fluent reading, demonstrating (and sometimes explicitly pointing out) how accurate reading can be done at a reasonable rate and with good phrasing, intonation, and expression.



## **How does a child feel?**

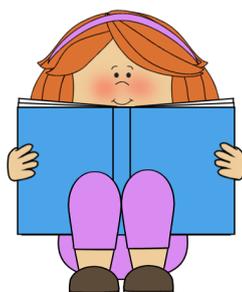
Children will usually express their frustration and difficulties with statements like “I hate reading” or “I can’t do it!”. They may be able to give more specific description such as “I get stuck when I try to read a lot of the words” or “It takes me a long time to read something”.

## **What does a parent see?**

Parents can also feel frustrated. You may notice that your child knows how to read words but it takes them a long while to read a page or they may read with no expression at all. They may lose their place when reading something aloud or may read very slowly.

## **What does a teacher see?**

Children’s results on words-correct-per-minute assessments may be below the expected level. A child may show frustration when reading aloud either because of lack of speed or accuracy. The child may not read aloud with expression and may not ‘chunk’ words into meaningful units. When reading, the child may not pause at breaks within sentences or paragraphs.



## How to help with fluency

Daily reading is so important in order to build up accuracy and fluency.

- Read to an adult.
- Read to a sibling, friend or pet.
- Read out loud and record this on a smart phone, Ipad etc. Listen back and read the same passage again correcting any errors or adding intonation.
- Read High Frequency Words and Tricky Words.
- Re-read the same book a few times to develop accuracy. The National Curriculum encourages children to re-read books, helping them to become confident in their word reading every time they re-visit a text.

### **Children can help themselves by:**

- Tracking the words with a finger as a parent or teacher reads a passage aloud.
- Have a parent or teacher read aloud then match their voice to their voice.
- Re-read favourite books and poems over and over again, practising getting smoother and reading with expression.

### **You can help your child by:**

- Reading aloud and having your child match their voice to yours.
- Having your child practice reading the same list of words, phrase, or short passages several times.
- Reminding your child to pause between sentences and phrases.

- Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use books on tapes; have the child follow along in the print copy.
- If your child is struggling to decode or recognise a word encourage them to use a letters and sounds mat to read any graphemes they are finding hard.
- If your child encounters a word they cannot decode using phonics, then encourage them to read past the word to the end of the sentence to see if this helps put the word in context. Re read the word using this knowledge.

### **60 second reads**

Using an age appropriate text children in KS1 should be able to read over 90 words per minute.

- Help the child to select a section for their own books, and count the number of words on each line (record at the end in pencil) and in total (record at the end of the section).
- Start a stop watch timer, and ask child to start reading until they get to the end of the section – record the time they finished on.
- If your child has made several errors, you may want to discuss these or model reading this to them before starting the second read.
- Start again and repeat the activity to try and improve speed and fluency of the reading.
- Repeat this activity over a number of days or weeks revisiting the same text after a while to improve score and develop confidence.

### **Word Hunts**

- Select some High Frequency Words your child is learning or you know they have been struggling with.
- Spot these in their book and read these words over and over again.
- Keep a tally of how many of each word they have found in the book.

### **Echo reading**

- Choose a few lines or book of age appropriate text .
- An adult/confident reader reads one line/sentence out loud.
- Child/group of children practising fluency echoes this by repeating the same line.
- Complete for the whole paragraph.
- Swap roles and the child leads this reading.

### **Choral reading**

- An adult and child read aloud together, following the adult's pace so the child gets the benefit of a model while they practice reading aloud.
- The adult can stop at any time to ask questions, comment on the text, discuss a vocabulary term.
- Choral reading works best if the adult directs the child, regardless of age or ability level to use a marker or finger to follow along in the text as they read.

### **Reading relay**

- Choose a text to read with your child
- Take it in turns to read to the end of the sentence (full stop to reinforce Grammar and punctuation understanding).
- Swap roles and read again making sure your child reads the sentences you read last time.
- You may want to use a timer again to encourage beating your joint score together.
- This activity can work in pairs, with siblings/peers or as a whole family.

### **Piece it back together**

- Select a sentence or few sentences from an age appropriate text your child is reading (this may be lines they have found tricky).
- Write these on a piece of paper and read them together with your child. Cut the words up and muddle up the sentence.
- Challenge your child to put it back together, so this sentence makes sense

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- Repeat this activity as many times as needed until your child is confident.

Please speak to your child's class teacher if you would like any more advice regarding fluency of reading.