



Daily Reading Lesson Structures Fluency Practice

Taken from, 'The Art and Science of Teaching Primary Reading' by Christopher Such

To comprehend, pupils need to be fluent readers - they need to have accuracy, automaticity and prosody. The fluency practice whole class reading lesson is most important when pupils are still developing their component decoding skills (i.e. Year 2 and 3) subsequently these lessons reduce in frequency as pupils move through the school.

Sessions should begin with discrete component vocabulary instruction. Refer to 'Vocabulary Instruction' section.

The fluency practice lesson focusses on developing fluency via repeated oral readings of bite-sized texts and extracts. These extracts should take approximately 1-1.5 minutes to read and be set at a level just beyond what an average reader is able to fluently read without modelling. Extracts should be 5-6 sentences for Y2, and 1-2 pages for Y6. Fluency practice begins with the teacher reading a text extract aloud. At this point, important tier 2/3 vocabulary and concepts central to the text should be discussed, although time before and after the teacher read can also be used for this purpose.

Following the modelled teacher read and subsequent teacher-led discussions, mixed ability pupil pairs then take turns to read the text to each other three times, with improved fluency on each occasion. The non-reading partner should be closely tracking the text with a ruler. This is devoid of questioning and discussion because the aim here is fluency, rather than comprehension. This should then be repeated with another short section of text.

During these multiple paired readings, partners can be trained to provide support (e.g. sensitively supporting the decoding of a challenging word). Teachers should use this time to assertively monitor the reading fluency of individuals, checking for required fluency and providing individual/whole class feedback and re-models as needed.

Carefully select individual/s to read the text aloud to the class.

The teacher should then end the session by leading a brief discussion regarding the content of the text, in order to establish meaning, including appropriate whole class comprehension questioning for pairs to discuss and feedback to the class.

Generating written evidence is not the focus of this session.

Fluency Lesson

Vocabulary Instruction (5-10 minutes)

Discrete vocabulary instruction of commonly encountered tier 2 and root words.

Explanation: word games, oral or written exemplar sentences; low stakes quizzes

Modelled Read (3-5 minutes)

Teacher reads text aloud twice and models fluent reading.

The first time the teacher stops to introduce unfamiliar vocabulary. The second time it is read without stopping.

Paired Read (15-20 minutes)

Mixed ability pairs; three rounds of reading, taking turns. Non-reading partner supports and tracks with ruler.

Teacher actively monitors and identifies points to be addressed between reads, such as new vocabulary.

Pupils can record words on whiteboards to be discussed later.

Process should be repeated with similar short text or section of the same text.

Questions and Discussion (3 minutes)

Brief class discussion and questions, focussing on establishing meaning, retrieval of information and vocabulary

Let your words teach and your actions speak