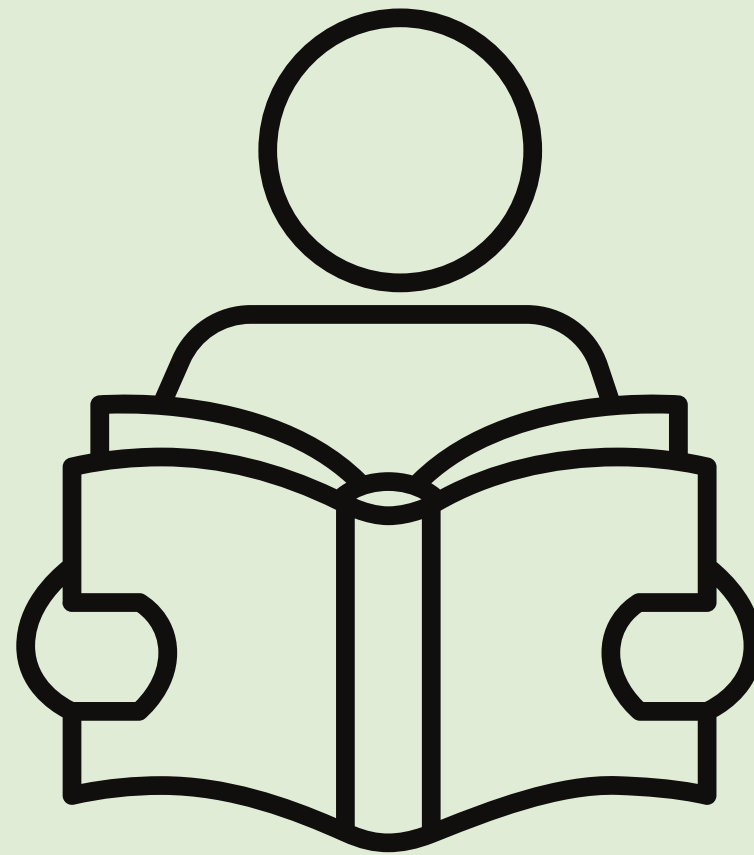
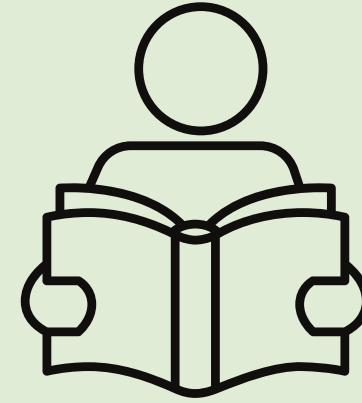


# WHAT IS FLUENCY?



READING **FLUENCY** IS **THE** PRE-REQUISITE FOR **THE** COMPREHENSION **THAT** IS **THE** PURPOSE OF  
ALL READING.

# **WHAT IS FLUENCY?**



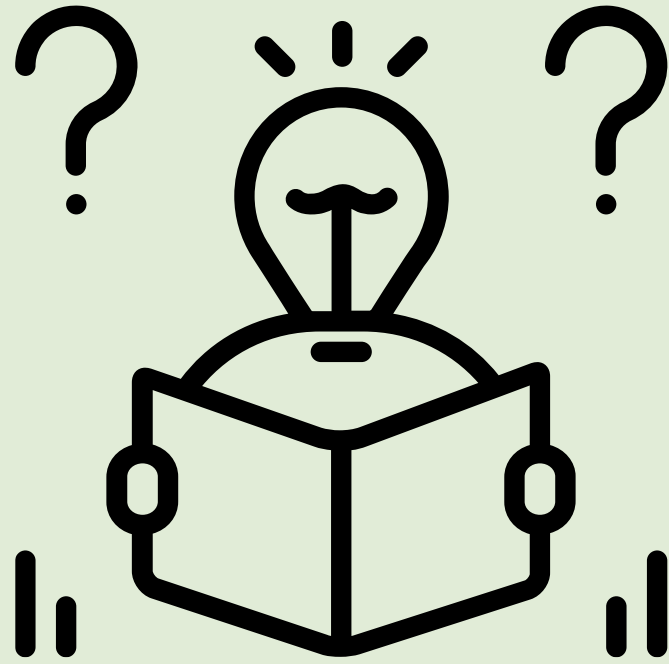
**Fluent reading is defined by Hudson, Lane and Pullen (2005) as 'accurate reading of connected text at a conversational rate with appropriate prosody'**

**Reading involves:**

- accuracy - the ability to decode written words without error**
- automaticity - the ability to read quickly with relative ease**
- prosody - the ability to read in a way that mirrors the sound of natural spoken language (tone, intonation and rhythm).**

**The KS2 teachers at Whitegate End have to consider all three elements  
when focusing on fluency**

# WHAT IS INFERENCE?



**Inference in reading is the use of present information alongside reasoning to work out something which is not otherwise stated.**

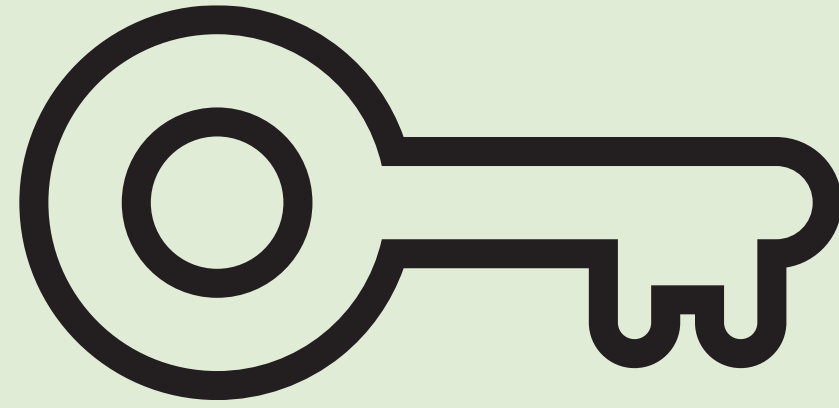
# VOCAB IS KING



**Vocabulary breadth - number of words a person can recognise**

**Vocabulary depth - understanding of facets of words and how they are connected in wider contexts**

# **WHAT IS BACKGROUND KNOWLEDGE/CULTURAL CAPITAL?**



**Activating knowledge to aid learning is key.**

**A child's experience and knowledge of the word will ultimately help them make sense of a piece of text.**

**We have to provide opportunities to activate or build this. Learning about our world and its culture is learning to read.**



***Fluency practise*** - developing fluency through repeated oral reading of a short text or extract

***Comprehension monitoring*** - breaking the text down, summarising paragraphs, use of vocabulary, questions raised

***Extended reading*** - involves prolonged engagement with a longer text or extract. Focuses on development of fluency, word knowledge, background knowledge and text knowledge.

***Closed reading*** - - sustained detailed analysis of a short text or extract. Focuses on development of fluency, word knowledge, background knowledge and text knowledge through deep discussion

# WHAT WILL THIS LOOK LIKE ACROSS KS2?



Year 3	Year 4	Year 5	Year 6
Fantastic Mr Fox	The Nowhere Emporium	The Boy at the Back of the Class	Holes
The Boy Who Grew Dragons	The Shark-Headed Bear Thing	The Explorer	Wonder
Firework Makers Daughter	<u>Variak</u> Paw	The <u>Uncommoners</u>	Trash*
The Fastest Boy in the World	How to Train Your Dragon	The Journey to the River Sea or Cosmic*	
	Iron Man	Viking Boy	Girl of the Ink and Stars
<u>Charlottes</u> Web	The Miraculous Journey of Edward Tulane	Railway Children*	Can you see me? *

# WHAT WILL THIS LOOK LIKE ACROSS KS2?

## Autumn 1

	Year 3	Year 4	Year 5	Year 6
Monday	Fluency	Fluency	Fluency	Fluency
Tuesday	Comprehension Monitoring	Comprehension Monitoring	Comprehension Monitoring	Comprehension Monitoring
Wednesday	Fluency	Fluency	Fluency & Comprehension Monitoring	Fluency & Comprehension Monitoring
Thursday	Comprehension Monitoring	Comprehension Monitoring	Extended reading	Extended reading
Friday	Fluency	Fluency	Fluency	Fluency

As the half term progresses (approx. week 4) the comprehension monitoring can be at the end of the fluency session