



# Reading Fluency Twilight

## February 27<sup>th</sup> 2025

*“It is what you read when you **don't have to** that determines what you will be when **you can't help it.**”*

— Oscar Wilde

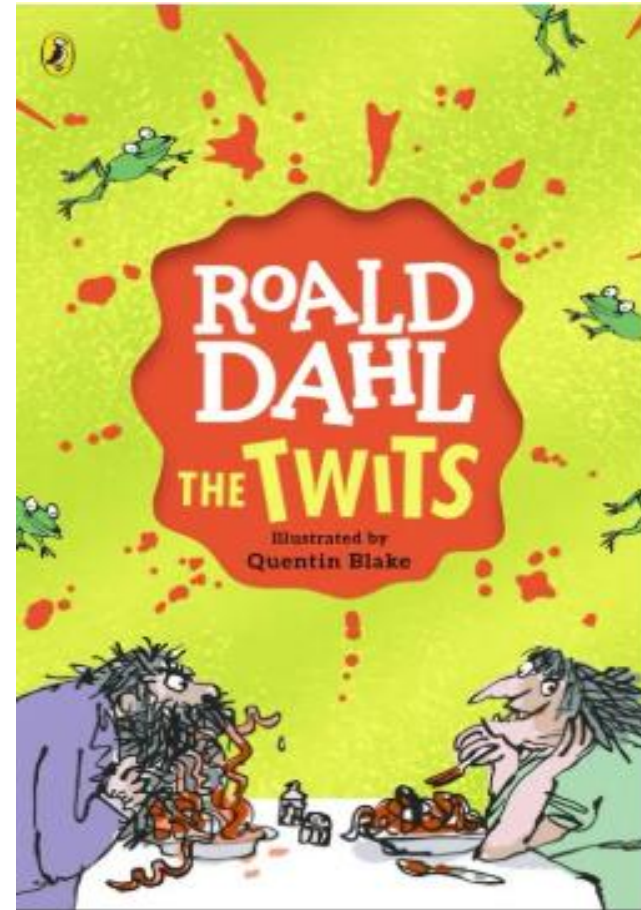
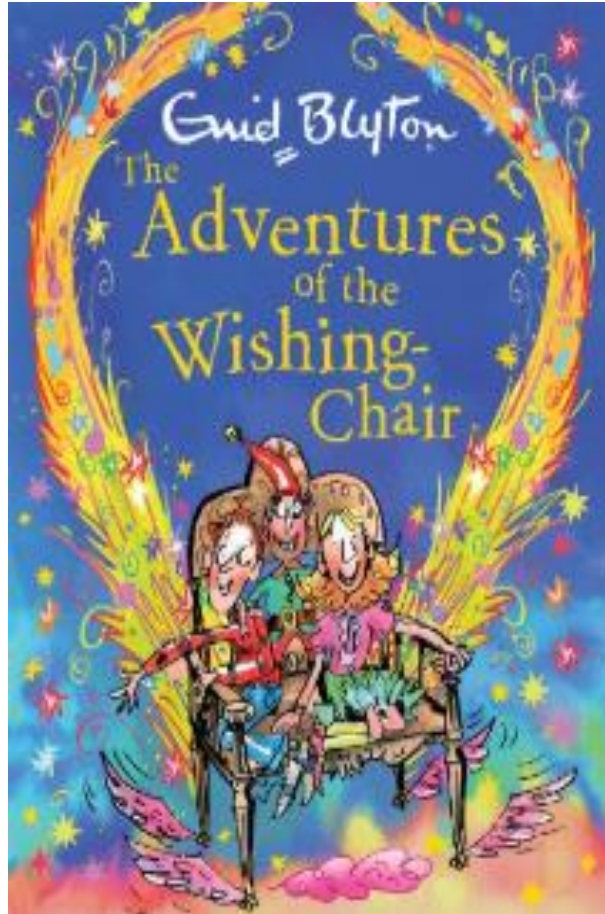


# Aims of the session

- To reflect on our early reading experiences, and the importance of this for us today
- To remember why reading is so significant to the quality of education for our pupils
- To practice strategies for encouraging reading fluency in our classrooms



# My first memories of reading...



# Take a moment to reflect... *what is your first memory of reading?*

Maybe it was...

- Being read to, safely nestled in the lap of a family member...
- Sat on the classroom carpet or rug at school...
- Reading solo for the first time snugly in a library corner...
- Reading a magazine or a cartoon story on a summers day in the holidays...

At some point in our lives... everyone in this room was introduced to reading.





Sadly... not all first reading experiences are made equal, and as such, negative experiences can really impact upon the chances a pupil will read for pleasure, or enjoy reading.

# Why is teaching of reading - so important in our work?



In the introduction to the EEF's guidance report on 'Improving literacy in secondary schools' (2021b, p. 2), Sir Kevan Collins makes clear the compelling case for urgent work on literacy:

*Young people who leave school **without** good literacy skills are **held back at every stage of life**. Their outcomes are **poorer** on almost every measure, from **health and wellbeing, to employment and finance**. The most recent estimates suggest that **low levels of literacy cost the UK economy at least £20 billion a year**.*

## **Teaching standard 3: Demonstrate good subject and curriculum knowledge**

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject



# Ofsted – Quality of education (Good)

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.
- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.

Try reading the following sentence:

Every teacher is of course an expert reader, but that does not necessarily mean we are experts in how to teach reading successfully.

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# The scale of the issue with reading...

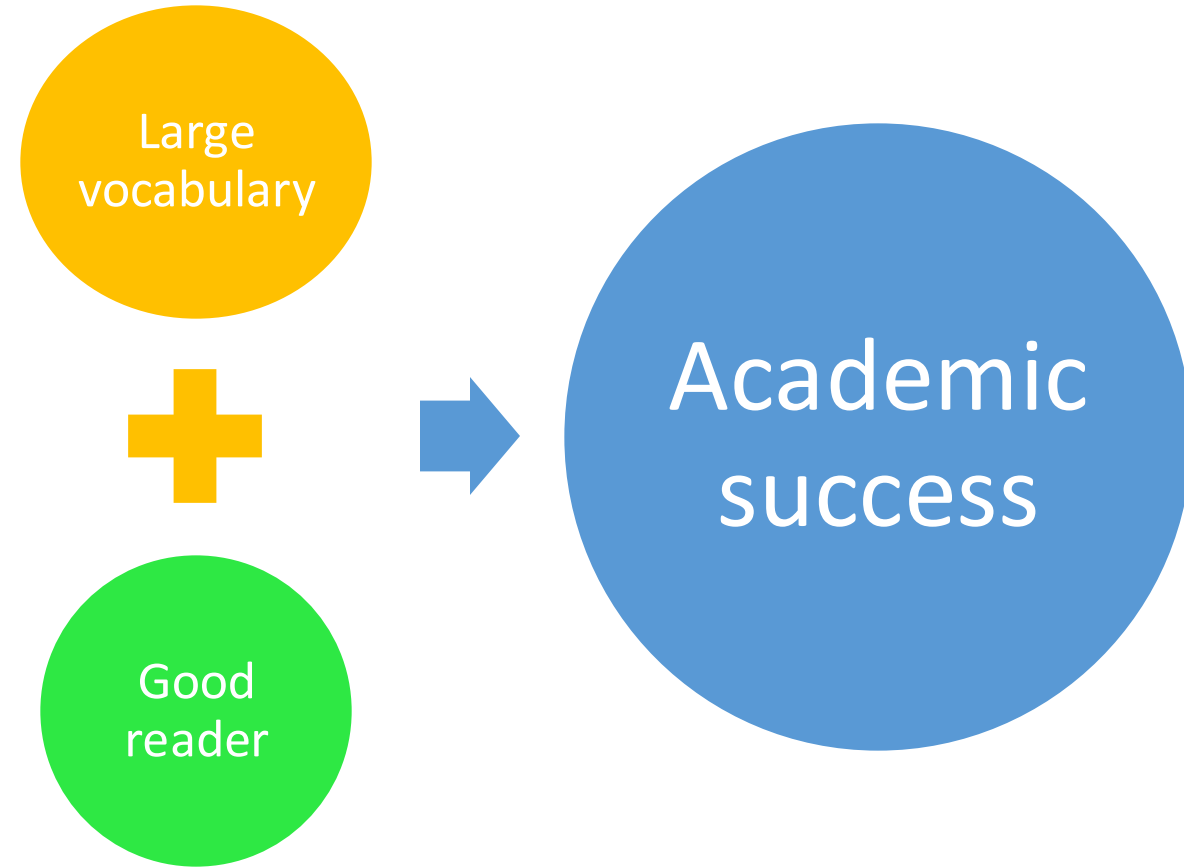




You are **teachers**, but you are **readers**!

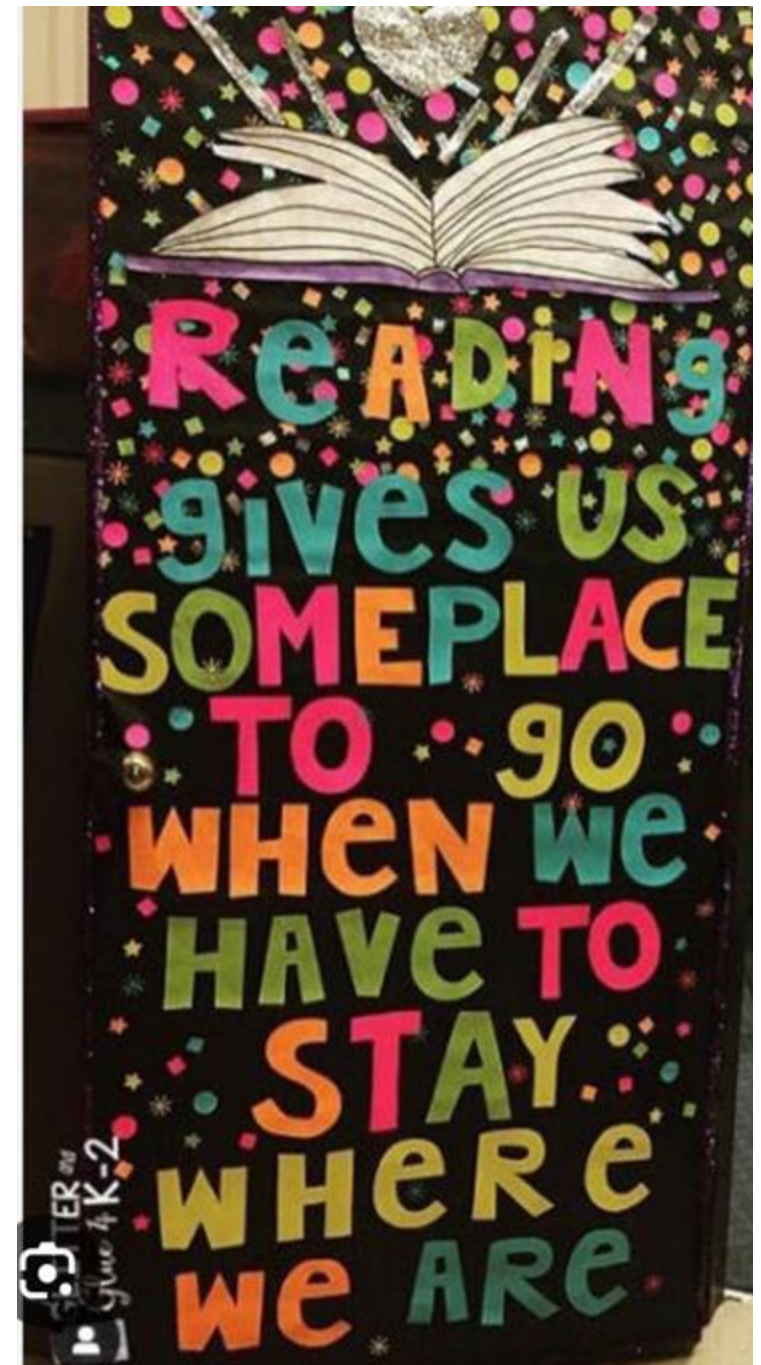
We have to signal and emphasise that reading is fundamental to **successful learning**.

Therefore, reading in lessons, or during DEAL, are excellent mechanisms in our work to role model reading to our pupils.

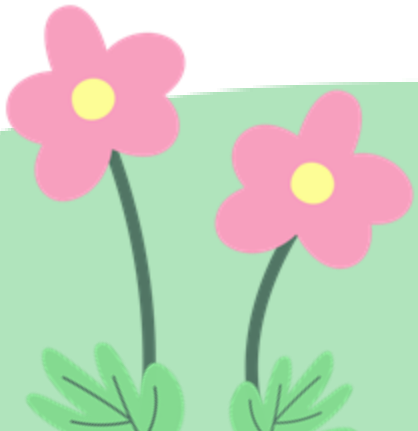


In essence, this is your call to action as...

# 'Reading Ringleaders'



# Reading fluency strategies



# Active Reading

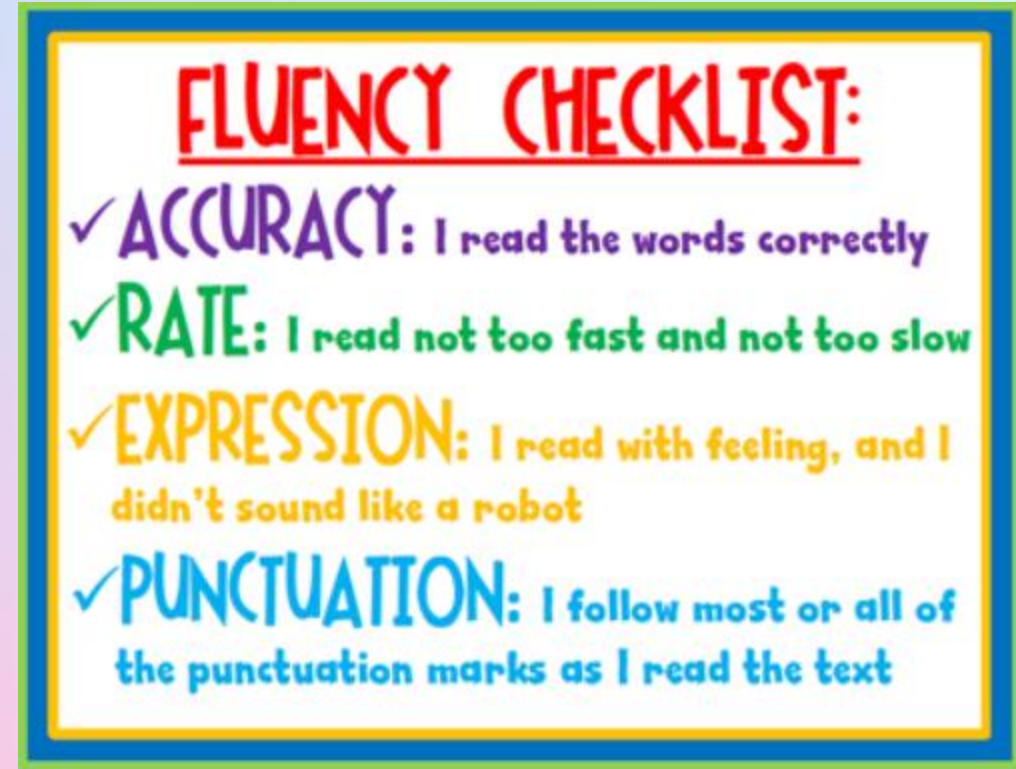
## Engagement

The teacher, as the expert reader, should read aloud, and the pupils follow.

Or, you could select Tier 3 readers. Lists of Tier 3 readers by year group and form are here:

[https://docs.google.com/spreadsheets/d/1fdPdftnaSAhyiLotdzoeYY4AqEq\\_RH1N/edit?usp=drive\\_web&oid=108669739939812731267&rtpof=true](https://docs.google.com/spreadsheets/d/1fdPdftnaSAhyiLotdzoeYY4AqEq_RH1N/edit?usp=drive_web&oid=108669739939812731267&rtpof=true)

It is important that our pupils are modelled fluency,





# Visualise

Visualising is when readers create mental images based on the text.

When reading with your class, ask them to describe what they see in their mind's eye while reading.

Monitor meaning throughout the text to ensure it is meaningful and enjoyable them – and you!



# Ask Questions

Before, during and after reading, ask open-ended questions about the text to promote critical thinking.

Ask questions that encourage discussion and deeper understanding of the text.

For example:

- Why did that happen?
- What do you think about...?
- How do you know that?
- What is your evidence?





# Predict and Infer

Use pictures and text clues to help pupils in your class make predictions and inferences.

Prediction and inferential skill development enhances comprehension and engages their imaginations.

**Inferring**

Figuring out something that was not completely explained by the author

We use **clues** and our **schema**

- Pictures
- Information from the text

What we know

I Infer...

# Summarising



It is important that children learn to retell the text and summarise the main ideas. Practice identifying key details and condensing them into concise summaries following each reading session.

E.g. you could try the challenge of a six-word summary.



# What are the 5 strategies I can use when reading?

**FLUENCY CHECKLIST:**

- ✓ **ACCURACY:** I read the words correctly
- ✓ **RATE:** I read not too fast and not too slow
- ✓ **EXPRESSION:** I read with feeling, and I didn't sound like a robot
- ✓ **PUNCTUATION:** I follow most or all of the punctuation marks as I read the text

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### Romeo & Juliet: Teenagers

Example of Six-Word Summary

have  
brief  
affair.  
6 die.



# Let's practice reading together

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