



Oral Reading Fluency

Reading lots and having fun, the theory and the practice, in Mt St Michael's P.S.

About me:

- Vice Principal and literacy coordinator
- Teaching since 1990
- In the real world I love
 - Family
 - Park run
 - Sports
 - The Arts
- In the school:
 - Literacy, Drama,
 - Sports, wellbeing
 - History..... and to enhance learning taking a risk



Mt St Michael's.....

- Two form entry- 369 pupils
- 11% Free school Meals
- 4% Newcomer children
- Values driven
- Member of MFT Educational Partnership.



Looking for answers....

- Pre Covid
- Searching for a scheme to replace battered Collins Focus in Literacy textbooks
- Recently moved to Whole Class Guided Reading in years 5-7
- Wanting improvements in PTE scores
- Desire to all pupils the best educational experience possible

Not wanting to do the same thing differently.

Every journey begins with the first step.

Lao Tzu

- July 2021- St Mary's CPD - Faltering to Flowing.
 - Teaching fluency
 - Dr Geraldine Maginness
 - New thinking on how to improve guided reading and an introduction to the concept of real and meaningful fluency and its place in the Science of Reading.

What is fluency?- What the research says.

- *Fluency is the ability to read accurately, quickly, expressively
With good phrasing AND with good comprehension”
(Rasinski, 2003)*
- Hasbrouck & Glaser (2012) refined Rasinski’s original definition to create a more nuanced understanding of what is meant by fluency.
- *“Reasonably accurate reading at an appropriate rate,
With suitable prosody (expression) that leads to accurate
and deep comprehension and motivation to read.”*

What is Fluency?

- If children read too slowly, comprehension will break down, even if their oral language is strong. Slow, effortful decoding consumes working memory. Cognitive resources that ought to be available for making inferences, tracking references and integrating ideas are instead tied up in recognising words. The sentence may be understood in isolation, but by the time the reader reaches the end of a paragraph, the beginning has faded. Fluency acts as a gatekeeper. Until word recognition is sufficiently automatic, reading comprehension will lag behind listening comprehension, because the bottleneck of slow decoding chokes the system.
- David Didau

Fluency - Why is it important?

- Researchers argue that expression or prosody in reading helps readers chunk the text they read into syntactically appropriate units (e.g., noun phrases, verb phrases, prepositional phrases) that assist them in constructing meaning (Schreiber, 1980, 1991; Schreiber & Read, 1980). Combining intonation with appropriate phrasing helps readers to comprehend what is being read (Kuhn, Schwanenflugel, & Meisinger, 2010). Poor disfluent reading, on the other hand, is often characterized by oral text reading that is word by word, lacking in phrasing and lacking in expression.

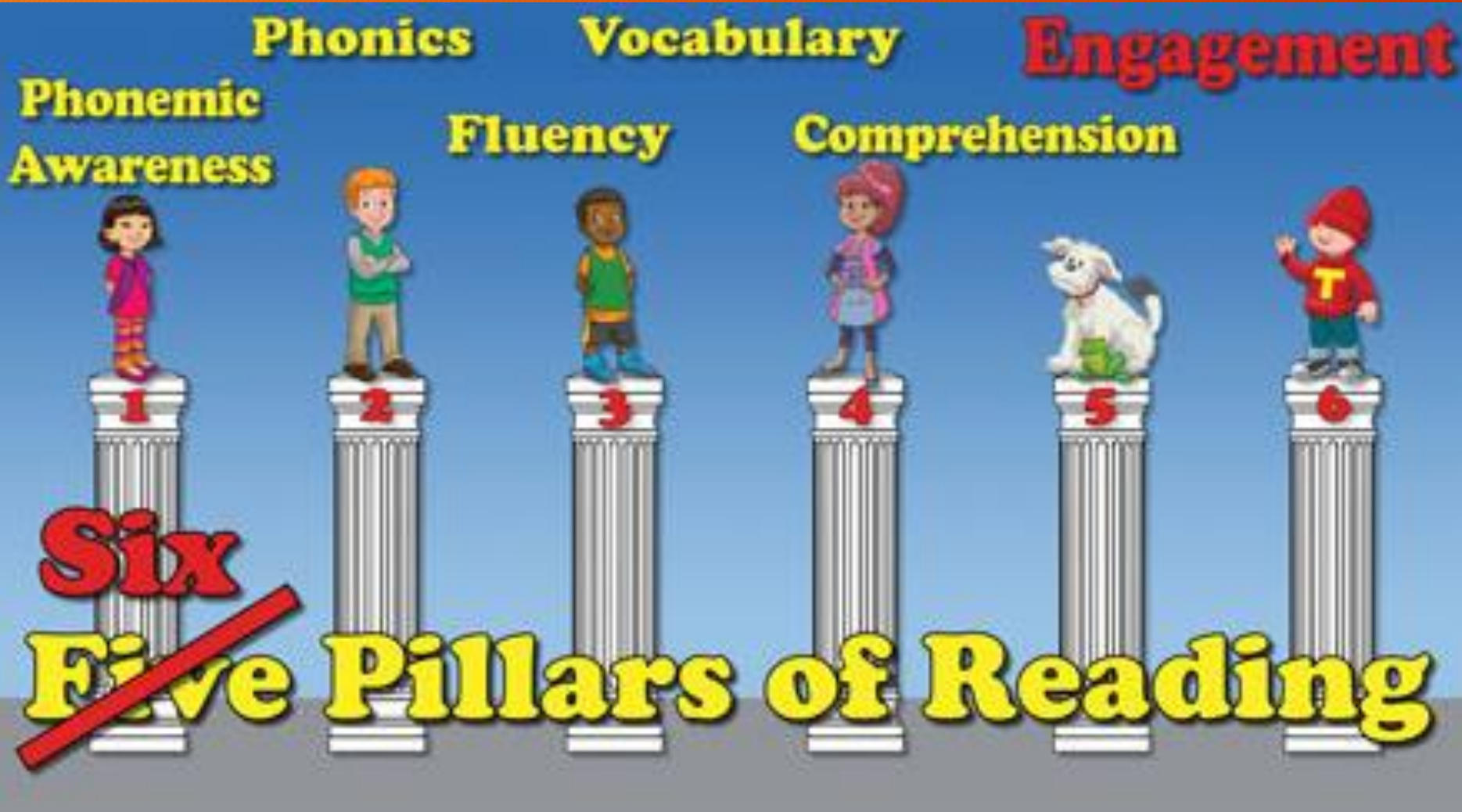
Why Fluency?

Fluency:

A conscientious focus on fluency has been shown to improve reading standards.

Expression, prosody, intonation and phrasing help readers to comprehend what they read and contrasts with poor, disfluent reading.

Fluency is described as a bridge between word recognition and language comprehension and is one of the five pillars of reading



SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

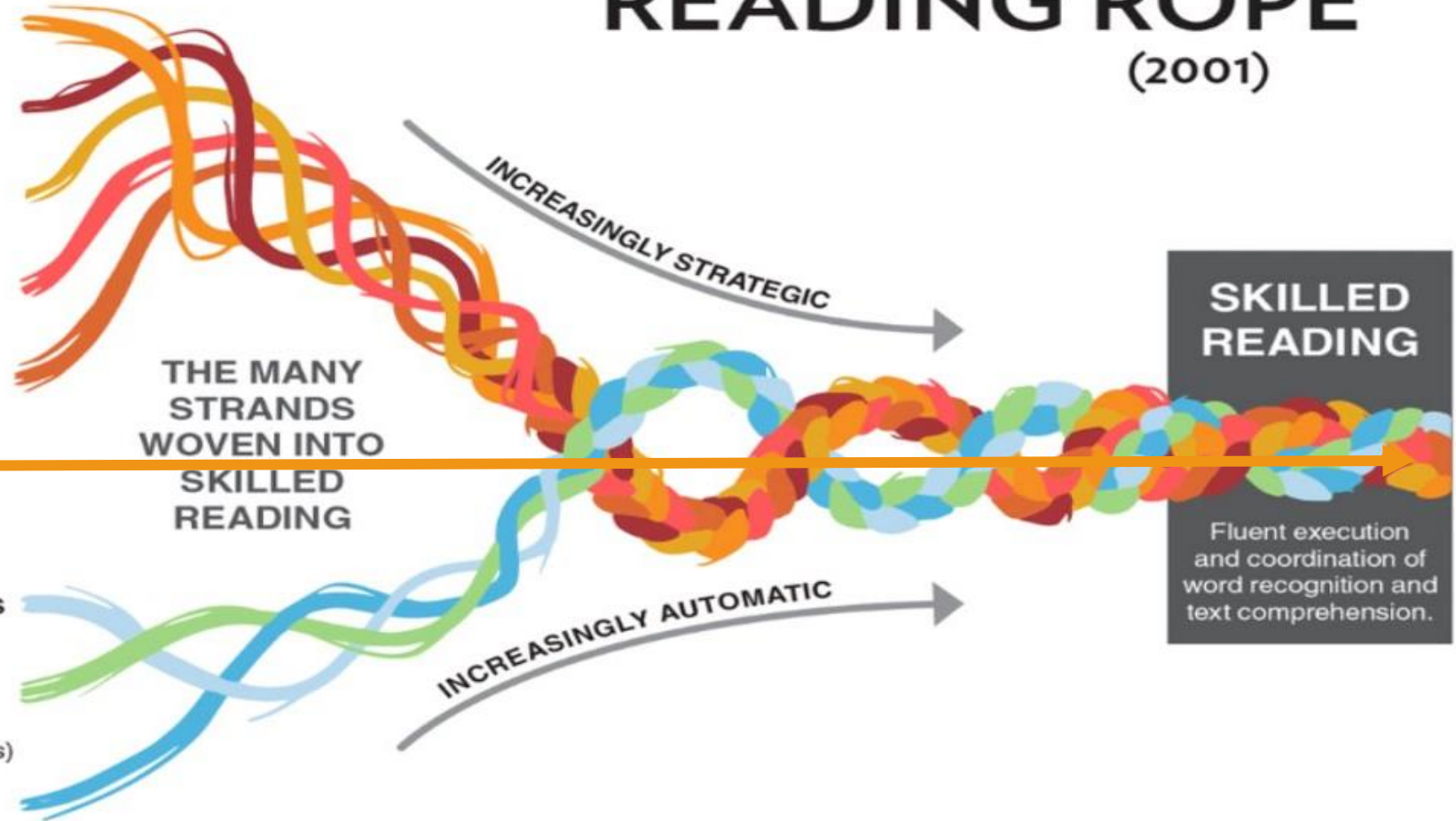
Oral Reading Fluency (ORF)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



How does Fluency look our classrooms?

- *Teacher as model*
 - *Echo reading*
 - Choral reading
 - *Repeated re reading*
 - *Performance Reading*
-
- Can be part of a reading lesson.
 - Enhance pupil engagement with the text.
 - Allow for deeper understanding of text

Fluency Friday



WAY FOR US TO FOCUS IN ON
DEVELOPING FLUENCY WITHIN THE
CLASSROOM AND EXPOSING CHILDREN
TO DIFFERENT TYPES OF PRINT.



PROBLEM SOLVING IN LITERACY




OPPORTUNITY TO PRACTICE THEIR
FLUENCY SKILLS

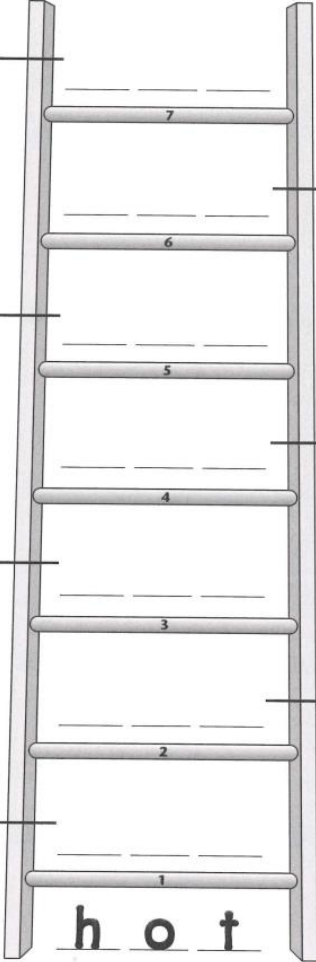

Use of Word ladders to develop vocabulary, manipulation of sounds and problem solving.

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



Fun on a Bun



a pet that barks
Change the vowel.

to make a hole in the ground
Change the first letter.

pork comes from this farm animal
Change the last letter.

a cherry seed
Change the vowel.

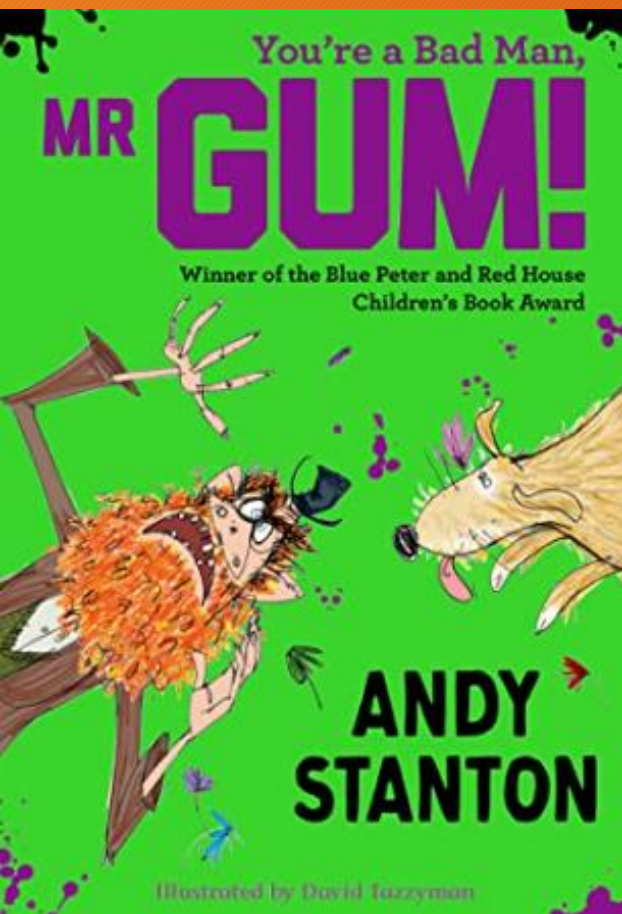
an animal that is taken care of by people
Change the first letter.

to allow
"The teacher ____ me lead the song."
Change the vowel.

a piece of land
"Dad parked the car in the parking ____."
Change the first letter.

h o t

Daily Word Ladders Grades 1-2 © 2008 by Timothy V. Rasinski, Scholastic Teaching Resources



Chapter 1

The Garden of Mr Gum

Mr Gum was a fierce old man with a red beard and two bloodshot eyes that stared out at you like an octopus curled up in a bad cave. He was a complete horror who hated children, animals, fun and corn on the cob. What he liked was snoozing in bed all day, being lonely and scowling at things.

He slept and scowled and picked his nose and ate it. Most of the townsfolk of Lamonic Bibber avoided him and the children were terrified of him. Their mothers would say, 'Go to bed when I tell you to or Mr Gum will come and shout at your toys and leave slime on your books!' That usually did the trick.

Mr Gum lived in a great big house in the middle of town. Actually it wasn't that great, because he had turned it into a disgusting pigsty.



FRED'S
Teaching

ENGAGING, RELEVANT
PRIMARY CURRICULUM
CONTENT, WITH
READING AT ITS HEART.

Name: _____

Marked by: _____

Fluency Feedback

	1 ★	2 ★ ★	3 ★ ★ ★
Expression & Volume	Reads in a quiet voice. No expression.	Good reading volume. Some expression.	Good reading volume. Good expression.
Phrasing (Punctuation)	Doesn't follow punctuation.	Sometimes pauses for breath. Sometimes follows punctuation.	Mostly reads with good phrasing. Mostly follows the punctuation.
Smoothness	Stops many times while reading and repeats sentences.	Sometimes stops while reading and repeats.	Mostly smooth reading without stopping or repeating.
Pace	Reads very slowly.	Sometimes reads slowly and sometimes quickly.	Mostly reads at a normal conversational pace.

Overall Fluency Score:

Expression & Volume: _____

Phrasing: _____

Smoothness: _____

Pace: _____

Total Score: _____

Giving the children the language of the critical friend.

Listening for....

Expression

Phrasing

Smoothness

Pace.

Reading is no longer good- explain why it is good.

Intervention Questions...



Retrieval:

- 1) What things does Mr Gum like?
- 2) What things does Mr Gum dislike?
- 3) Where does Mr Gum live?

Vocabulary:

- 1) Explain what the phrase 'bloodshot eyes' means.
- 2) Find and copy a synonym for scared.

Inference:

- 1) Look at the warning mothers would give. Why do you think 'that usually did the trick'?

Reading Hall of Fame Member
TIMOTHY V. RASINSKI & MELISSA CHEESMAN SMITH

THE MEGABOOK OF FLUENCY

*Strategies and
Texts to Engage
All Readers*

 SCHOLASTIC

Jokes

Text Marking

Tongue Twisters

Rhyme games etc

High frequency phrases

Silly songs

Poems

Readers Theatre

Performance opportunities

Small tasks

time efficient

oral language rich

Opportunities for success and affirmation in reading

Draft Fluency programme P4-7 Term1 2023

Source – The MegaBook of Fluency, Rasinski and Cheesman Smith

All reading aloud from novels, shared text, Re etc should be an opportunity to practice and praise fluent reading.

Incorporate Repeated Reading, Echo Reading, Re-Reading etc into literacy/guided reading

•It is important to remind all pupils what fluency is and why it is an important factor in learning to read.

Term 1A

Week 1	Emphasising words--- P40
Week 2	Silly Songs to familiar tunes p 116
Week 3	Poems for two, or more, voices. P223 There are additional poems available for each year group.
Week 4	Refrain Choral Reading P159 Alternative, class appropriate text, songs, poems can be used.
Week 5	Famous lines from Movies P247, use 248-250 as guide and extend by setting this as a homework task- challenge them to find and practice their favourite, FAMOUS line from a movie.
Week 6	In the lead in to the half term children in each class are given a selection of seasonal poems , they each chose one, individually or in pairs and are given time to read it daily. Interclass sharing in week before the break, possible Halloween poetry slam Refer to poetry tip sheet on p275.
Fluency Friday	Each of the tasks can be integrated into a fluency Friday along with a word ladder, fluency in 5 and some reading from class novel.

Ode to a Goldfish

By Alfred Lord
Tennyson.

Oh
Wet
Pet

Don't Forget Poetry!

- Seasonal poems.
- Poems by selected poets
- Poetry Slams
- Performance

Impact- Has it been worth it?

- YES- How do we know?
- PTE
- Engagement, Enjoyment
- Staff engagement

And Finally

- *"I feel that achieving fluency is not the end goal in itself, but the stepping-stone to comprehension. Whereas, before I was jumping to comprehension and not really doing the in-between part."* (P6 teacher).
- *"Daniel had finished a set of books recently and she's now reading them. Last night he went into her bedroom to have a chat with her.....and I thought, 'Isn't that brilliant?'"* (Parent eavesdropping on her children's discussion of texts they have both read).
- **I still don't like to read, but now I know I can." (P7 SEN pupil)**