

Reading Fluency for Comprehension



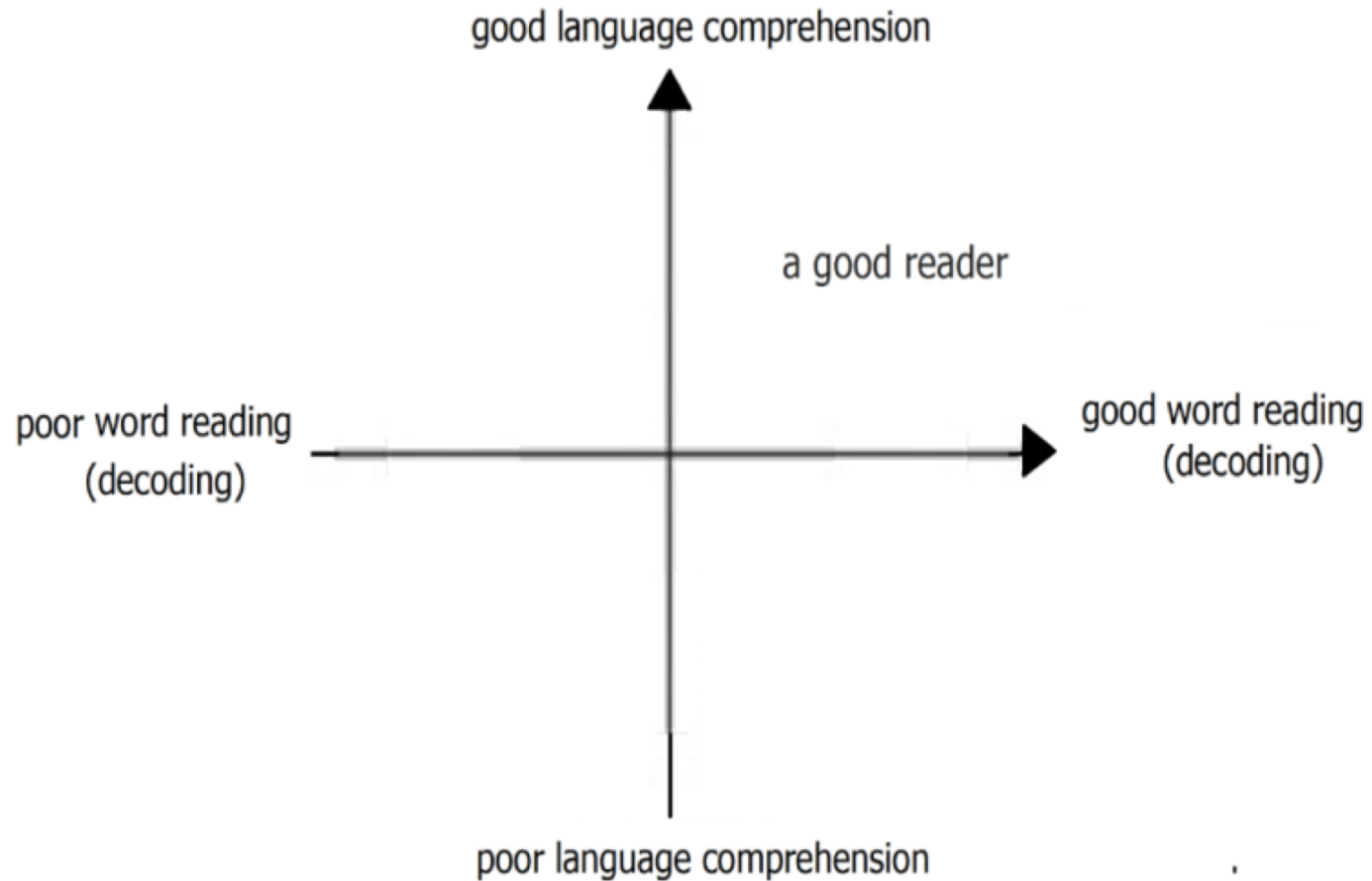
Additional Talks - Fluency



▶ [Miss Maloney's Reading Talk - Zoom](#)

▶ [Phonics and Early Reading talk for parents 12 October 2022.pdf \(stdunstans.surrey.sch.uk\)](#)

Simple View of Reading



Components of Reading Fluency

Accuracy

(Reading words correctly)



Automaticity

(Reading words automatically)

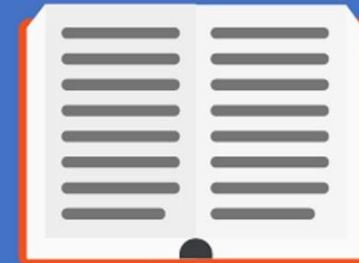


Prosody

(Reading with appropriate stress and intonation)



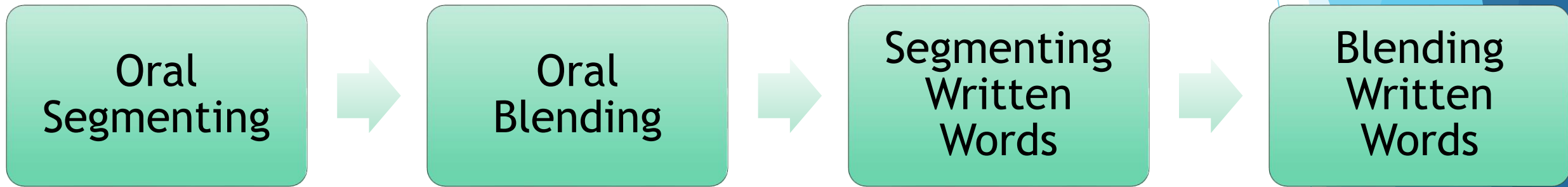
Fluency



Strategies to Develop Accuracy



/f/ - /i/ - /sh/



Segment - breaking a word into individual sounds. E.g. bright → b r igh t

Blend - combining individual sounds to make a word. E.g. b r igh t → bright

Strategies to Develop Automaticity

Aim: Reading at an appropriate speed without great effort.

- ▶ Read books with a younger reading age.
- ▶ Practise segmenting and blending regularly.
- ▶ Model using punctuation to support smoothness.
- ▶ Re-read short sections to improve pace.

Strategies to Develop Prosody

Aim: Reading with appropriate stress and intonation.

- ▶ Read aloud to your child.
- ▶ Act out dialogue from story.
- ▶ Discuss link between punctuation and expression.

Components of Reading Fluency

Accuracy

(Reading words correctly)



Automaticity

(Reading words automatically)

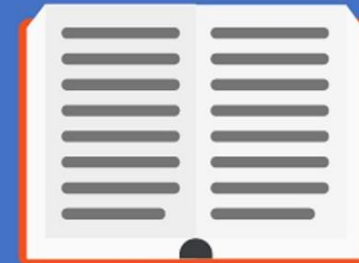


Prosody

(Reading with appropriate stress and intonation)



Fluency



Before reading: Prior Knowledge

Prepares children to engage with text at a deeper level.



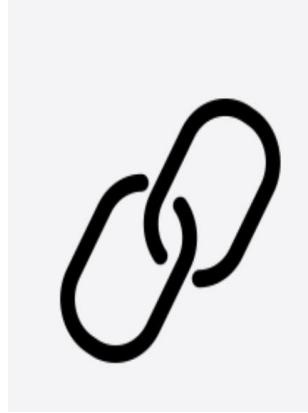
Non-fiction - what knowledge
does your child already have?

Fiction - what experience does
your child already have?

Modelling: Strategies for Unfamiliar Vocabulary



Re-read Sentence



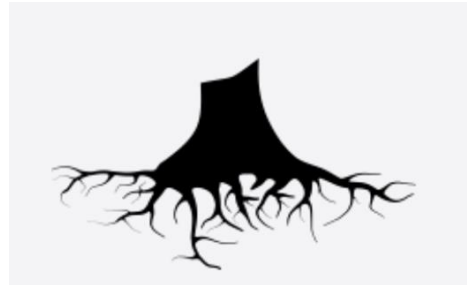
Link Words



Dictionary



Prior Knowledge



Root Word

Modelling: Strategies for Unfamiliar Vocabulary

He runs up and down the concrete playground, **unafraid** of falling and hurting himself. Losing is not an option. He will be the hero of the team today because he was the hero yesterday and the day before that. His team never loses.



He kicks the ball with the side of his foot and it arcs over the **opposing** team and into the corner of the net. His friends run towards him, grinning, and hug him hard.



Her stomach **growls** with hunger and she does a pretend cough to cover the noise, but the two girls are too busy chatting and laughing to notice.




Modelling: Strategies for Unfamiliar Vocabulary

A teammate who is strong and fast but without any technical skills **hoofs the**
ball away from the goal. The ball soars through the air.

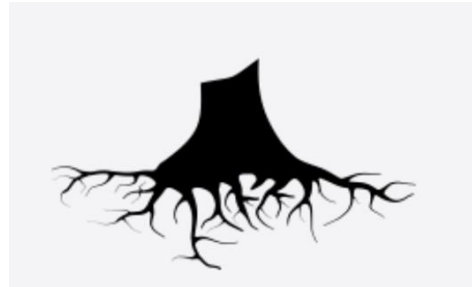
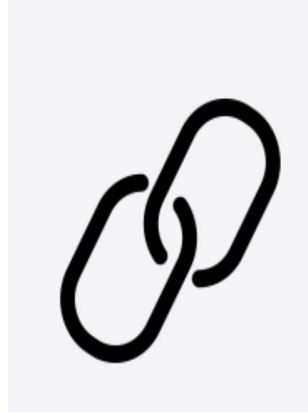


She lifts her head and watches the ball approaching her. She can see the
trajectory of the ball perfectly. If she sits still, it will hit her. The ball starts to fall

The predicted path of a moving object.



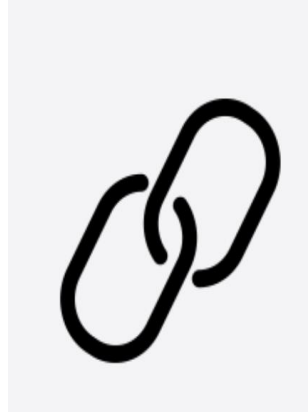
Modelling: Strategies for Unfamiliar Vocabulary



Modelling: Strategies for Unfamiliar Vocabulary



Re-read Sentence



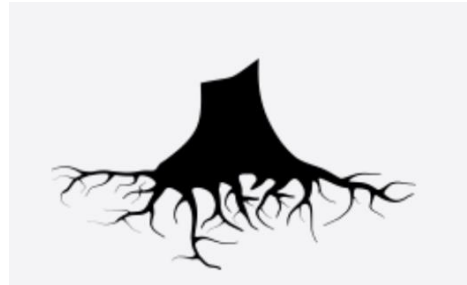
Link Words



Dictionary



Prior Knowledge

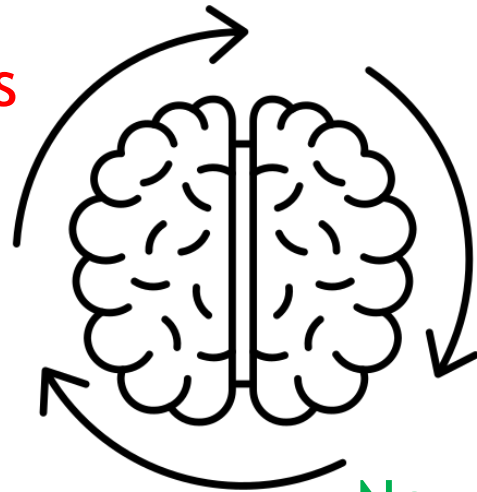


Root Word

Supporting Comprehension

Traditional approach:

1. Child reads
2. Parent asks questions



New approach:

1. Child reads
2. Parent models reading skill
3. Child practises skill

Summarising

What Liam likes about his job

For Liam, the very best part of being a park keeper is being outside. Liam likes being outside and being active. He would feel very restless if he had to sit at a desk all day. Gardening keeps him fit, too.

Liam likes planting things and watching them grow. Every day, he sees how the park's visitors enjoy the gardens, and this gives him a real sense of achievement. He also likes being able to enjoy the park quietly in his spare time.

Liam enjoys time with the other park keepers. They do many jobs as a team, and Liam likes being able to talk to the others while he works.

What Liam doesn't like about his job

The weather can make Liam's job much harder. There's snow and ice in winter, and it rains most of the year round. Liam likes his job least in the middle of summer, when it can be almost too hot to do anything.

Another problem is that it can be dirty work. It's easy to get cuts and scratches from the roses and other plants, and there are itchy insect bites to worry about in the summer.

Empathy

One of Them by Amy Raphael

She sits in the corner of the playground, staring down at the **second-hand** **trainers** that pinch her toes.

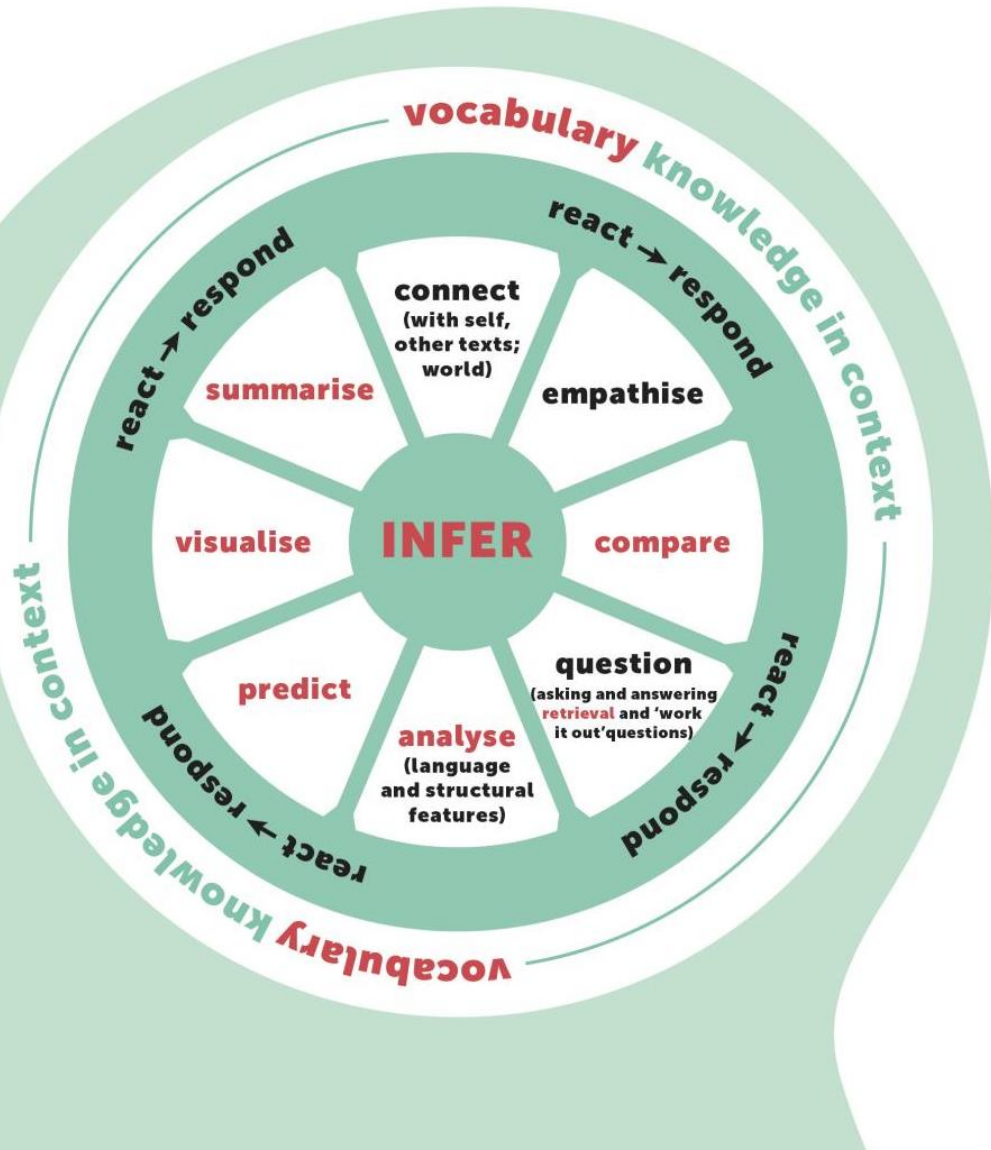
I think the girl was feeling uncomfortable because her shoes were too small for her.

Empathy

He kicks the ball with the side of his foot and it arcs over the opposing team and into the corner of the net. His friends run towards him, grinning, and hug him hard.

I think the boy was feeling ... because ...

Supporting Comprehension



We have looked at two skills in this training:

- summarise (main ideas of text)
- empathise (understand feelings)

Some other skills you could model are:

- visualise (imagine what you would see)
- predict (what might happen next)
- analyse (grammar choices, structure)
- question (generate about characters or events)
- compare (different characters, other texts)
- connect (with prior knowledge or experience)



Reading for Pleasure

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Summary

- ▶ Two main parts of reading - word reading and comprehension

- ▶ Fluency:

- ▶ Accuracy in word reading - model segmenting and blending
- ▶ Automaticity - reading at appropriate speed
- ▶ Prosody - expression and intonation



/f/ - /i/ - /sh/

- ▶ Vocabulary:

- ▶ Model strategies for unfamiliar vocabulary



- ▶ Comprehension:

- ▶ Activate prior knowledge
- ▶ Model reading skills e.g. summarising and empathy

