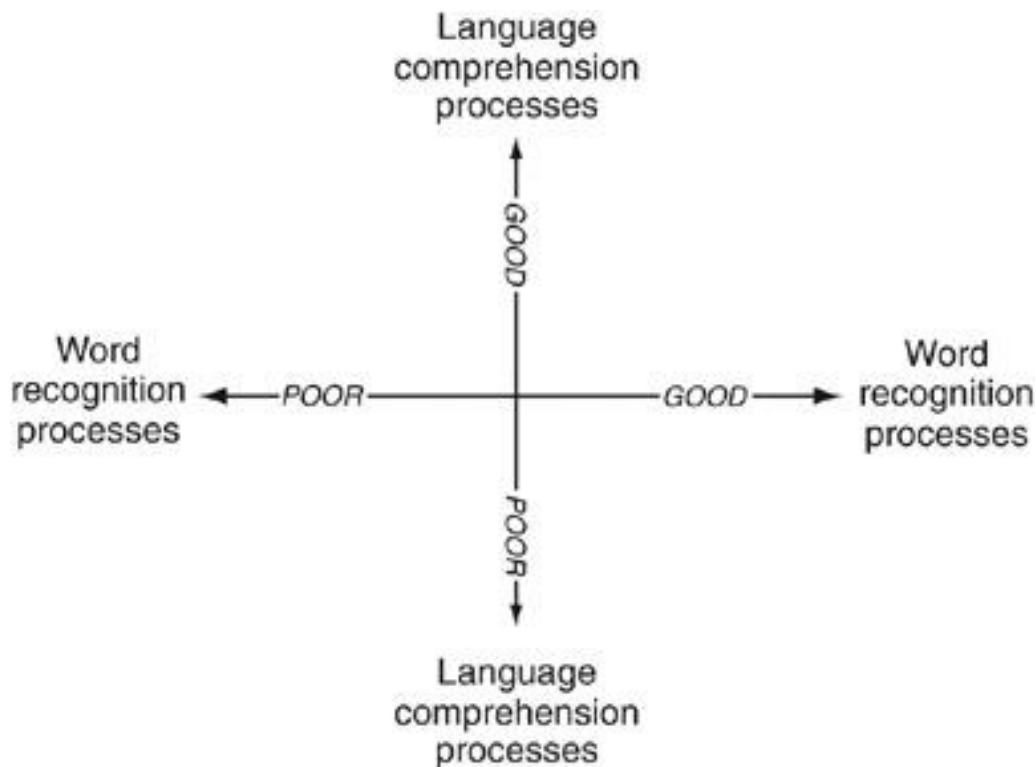


Bromesberrow St. Mary's Primary School

Reading Fluency Approach

In order to become a fluent reader, you need to be able have understand language and recognise words. The Simple View of Reading illustrates this, showing that both language comprehension and word recognition needs to be good in order for a child to be a fluent reader. We are aiming for children to be in the right upper quadrant.

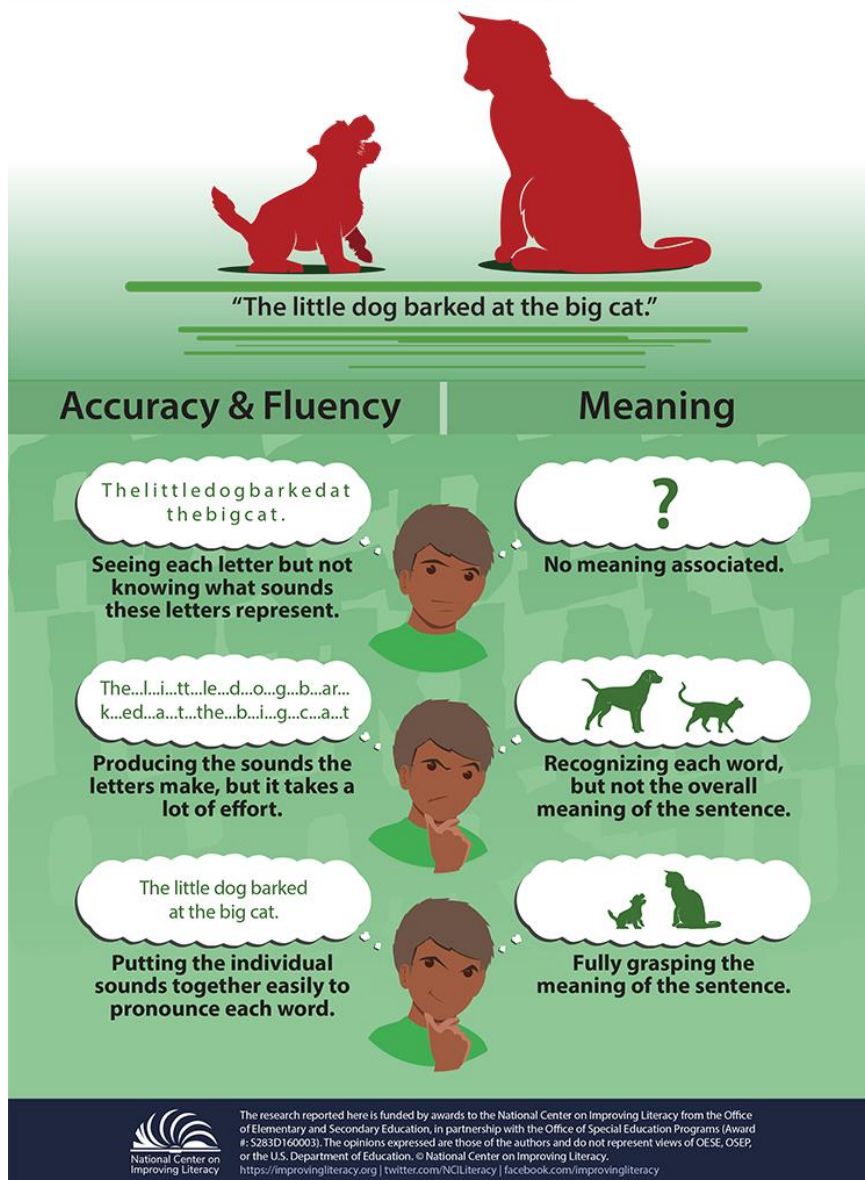


A fluent reader will read with:

- 1) **Accuracy**- as a school our teachers and teaching assistants know and expect children to work hard at decoding words. We recognise that this involves a mixture of the following (visual, auditory and cognition):
 - VISUAL (sight): Seeing each letter (three different letters in “cat”)
 - AUDITORY (sound): Producing the sound each letter makes (in “cat,” each letter makes a distinct sound.
 - COGNITIVE (mental action): Putting the individual sounds together to pronounce the word (the three sounds are put together quickly to produce “cat”.
- 2) **Speed**- developing a bank of sight words, memorising spelling and phonic patterns enables children to become ‘quicker’ readers. We give children regular practise in reading aloud so that they are able to build this.

- 3) **Expression-** Hearing teachers and teaching assistants read aloud models expression and the importance of correct intonation. Children are read to daily and have regular opportunity to read aloud.
- 4) **Comprehension-** Children need to understand what they are reading! This is the motivator to want to read for pleasure. In order to comprehend you need to develop your vocabulary, be able to retrieve information, infer meaning and understand authorial language choice. We teach these skills explicitly through our Guided Reading Approach (DERIC: Decode, Explain, Retrieve, Interpret, Choice). Not having accuracy and speed in reading impacts upon comprehension.

The Simple View of Reading



A commitment to every child a reader...

To support us to support children in their reading fluency journey, we have researched and put together a 'stages of reading' ladder to show the progression children would typically make on their journey from a prereader in preschool to an independent reader in Y5/6.

Stage One – Prereader

Preschool-Reception

A pre-reader enjoys listening to stories. They have good communication skills for their age (being able to take turns, listen and contribute appropriately to conversations and discussions). They have a quickly developing vocabulary and a good awareness of rhyme, rhythm, alliteration and syllables in words and language

Stage Two- Beginner Reader

Reception- Year 2

A beginner reader is starting to decode to read, learning new letter and sound patterns to blend and segment words phonetically. They are gaining a 'bank' of common exception words to support speed and fluency in reading simple sentences.

Stage Three- Progressive Reader

Year 2-3

The Progressive reader responds more readily and engages in what they are reading. They use a range of strategies to decode and are increasingly fluent. They are developing their comprehension skills to understand stories, poems and non-fiction texts.

Stage Four- Intermediate reader

Year 3-4

The intermediate reader is becoming more confident with decoding and is increasing fluency, including expression, speed and accuracy. This fluency supports their developing ability to comprehend what they are reading.

Stage Five- Independent Reader

Years 4-6

The independent reader is a confident reader with well developed fluency skills. They 'know what they like' in terms of book choice and are adept at reading for different purposes in a range of different contexts. They are becoming more analytical in their reading and have a wide vocabulary from the breadth of their reading exposure.

