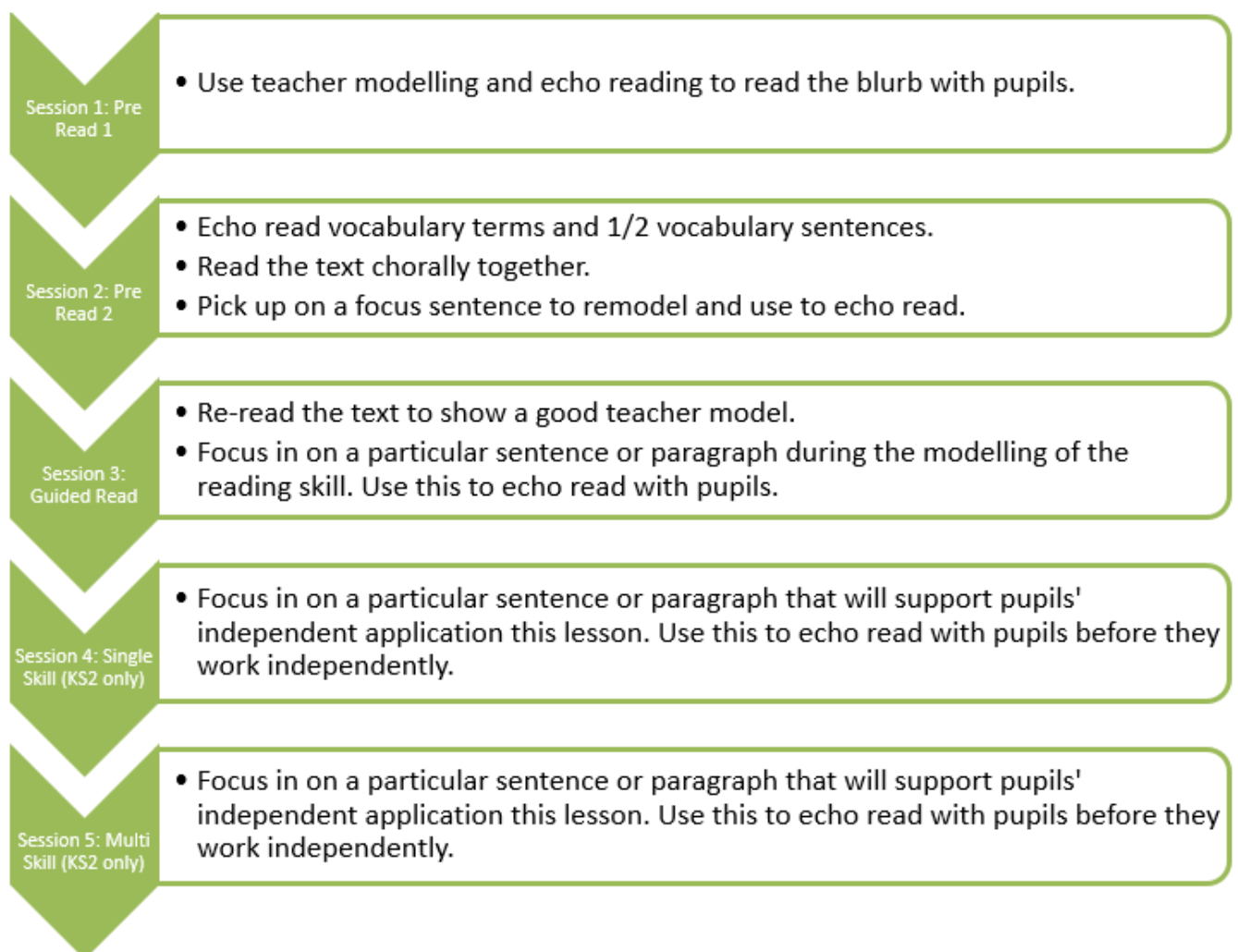


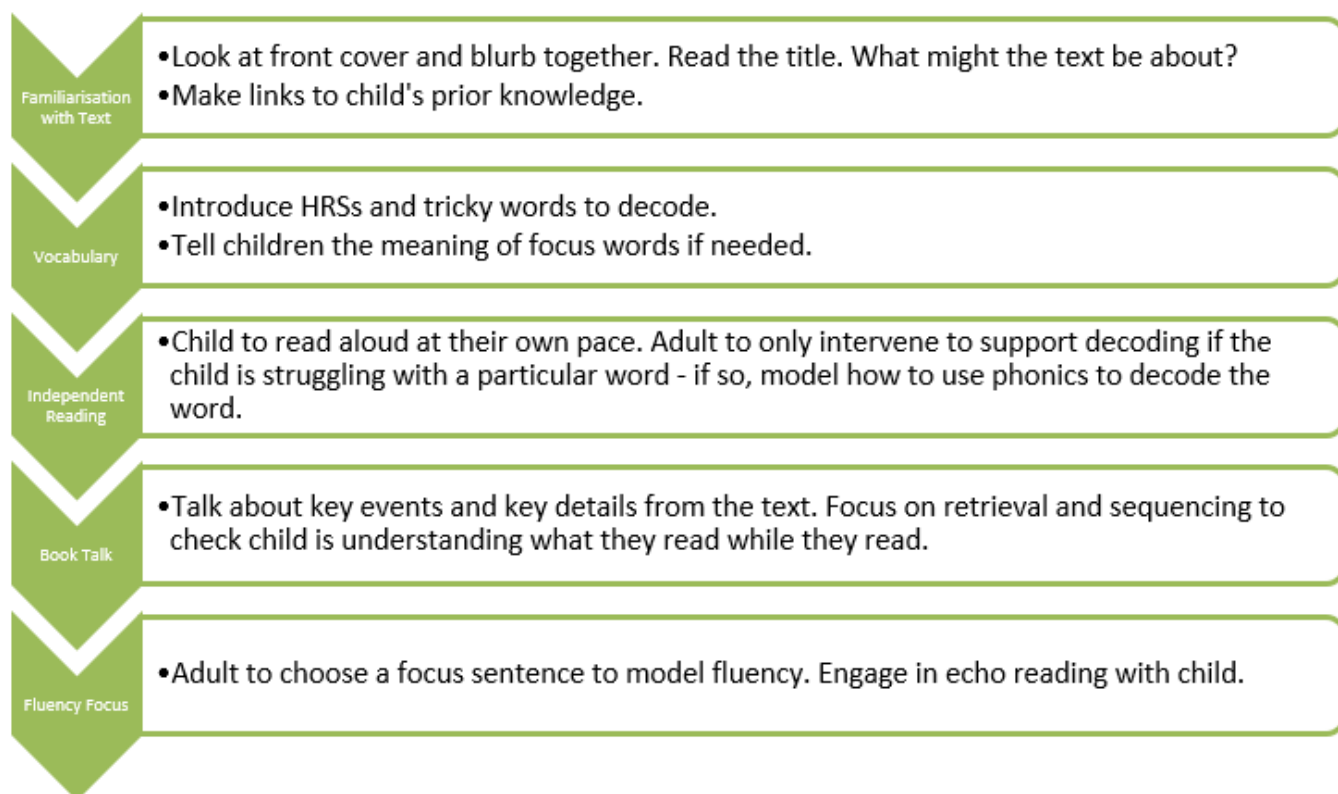
Reading Fluency at St Luke's

Researchers generally define and measure Reading fluency in terms of the number of words read correctly per minute. However, we know that for our children to be successful readers, it is not just about the speed at which they read, accuracy is essential as well as speed. There is no point in children reading speedily if the words they read are wrong – for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension.

We recognise that Reading fluency is a priority and therefore have built it into all reading opportunities across the curriculum and ensure that teachers, first and foremost, model fluent reading through quality first teaching in Guided Reading, Phonics and all other areas of the curriculum. Within **Guided Reading**, the following strategies are built into our teaching sequence to improve reading fluency:

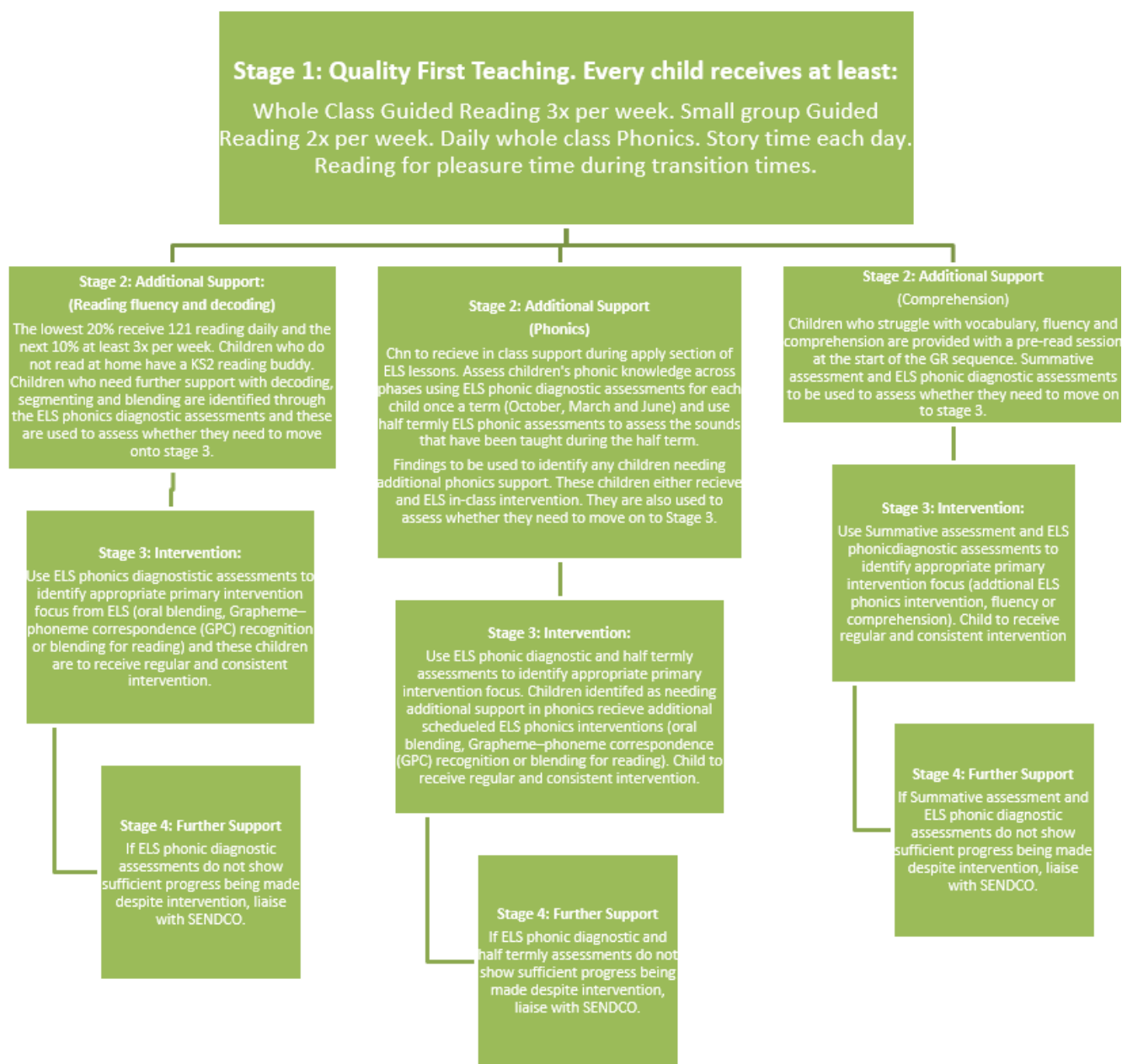


Within **one-to-one reading sessions** with an adult, the following strategies are built into the session to improve reading fluency:



The following diagrams are used as an approach to the teaching of Reading fluency. It provides a clear process to follow when identifying children that need additional support.

Key Stage One:



Stage 1: All children access quality first teaching daily within their class. This consists of 3 x whole class reading lessons a week focusing on comprehension skills and vocabulary. 2x small group guided reading sessions focusing on decoding skills within a short, decodable text appropriate for the group's current phonic knowledge. Daily whole class phonics from the ELS scheme, daily story times and reading for pleasure times during transition times throughout the day. If Quality First Teaching is not having a big enough impact initially, then children access 'Stage 2: Additional Support'.

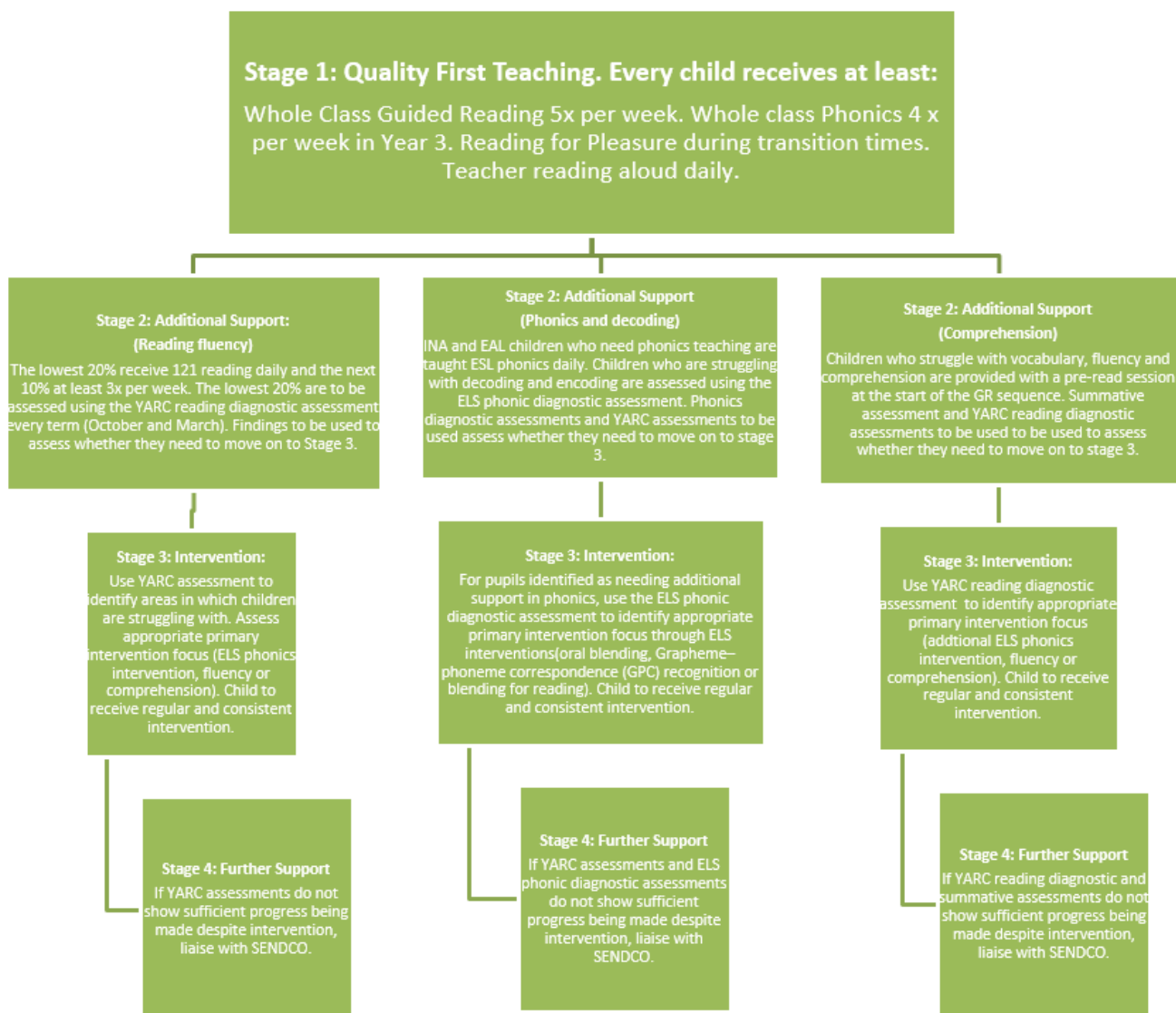
Stage 2: If a child is in need of immediate support during ESL phonics lessons, teachers address gaps and misconceptions through an in-class intervention during the apply section. If they need additional support, then they are assessed using the ELS phonic diagnostic assessment, which provides teachers with a detailed analysis of their phonetic knowledge. Teachers then identify any gaps in their knowledge and assign an appropriate intervention (stage 3). If a child is in the lowest 20% for reading attainment, at this stage, they receive daily 121 reading sessions with an adult; the next 10% of children will be read with three times a week with an adult in school. These 121 sessions are to support the child's decoding, fluency and vocabulary. These sessions will run for 5-10 minutes daily with a short, decodable text appropriate for the individual child's current phonic knowledge. Additionally, at this stage, if a child is struggling in Guided Reading sessions particularly around vocabulary and fluency, they participate in a pre-read session at the start of the sequence in a small group. The focus is on reading the text at an appropriate rate and accuracy to enable them to understand the content and additionally discuss unfamiliar vocabulary.

Children in KS1 who have been identified to not be reading regularly at home are assigned a reading buddy in KS2 to read with them three times a week to enable them to practise decoding and blending.

Stage 3: If a child is in need of further support to above, summative and diagnostic assessments are used to identify which additional intervention a child may need to support their phonics and early reading development. If children need phonics recapping or further gaps addressing, they will access one of the 3 interventions from ELS to address oral blending, Grapheme–phoneme correspondence (GPC) recognition or blending for reading. These interventions target specific gaps identified for the individual child and enables them to practise particular GPCs. This support is recorded on the child's individual school based plans (SBPs). The assessments also inform the 121 reading sessions where teachers will focus on child's individual needs.

Stage 4: If ELS phonic diagnostic assessments do not show sufficient progress being made despite intervention, teachers are then to liaise with SENDCO through the SEND triage system. The SEND team may then need to suggest additional intervention or complete additional assessments to identify different support. The child will then receive regular, more in-depth intervention either 121 or in a small group.

Key Stage Two:



Stage 1: All children access quality first teaching daily within their class. This consists of 5 x whole class reading lessons a week focusing on comprehension skills and vocabulary. Year 3 children also access 4 x daily whole class phonics from the ELS scheme and where necessary small group guided reading sessions. Teachers read aloud to children daily during story time and children read for pleasure during transition times throughout the day. If Quality First Teaching is not having a big enough impact initially, then children access 'Stage 2: Additional Support'.

Stage 2: If a child is in the lowest 20% for reading attainment, at this stage, they receive daily 121 reading sessions with an adult; the next 10% of children will be read with three times a week with an adult in school. These 121 sessions are to support the child's decoding, fluency, vocabulary and comprehension. These sessions will run for 5-10 minutes daily with either a short, decodable text appropriate for the individual child's current phonic knowledge, or a book that has been pitched correctly for their reading age through *Accelerated Reader* or *Oxford Reading Tree* scheme.

If pupils' reading is below what is expected for their age, it is important to determine whether they have difficulty with word reading (decoding), language comprehension or both of these, since different kinds of teaching are needed for each. Children in the lowest 20% are assessed using the *YARC Reading Assessment* resource, which provides teachers with a detailed analysis of reading skills: reading accuracy, reading rate and comprehension. It enables teachers to closely observe a pupil's reading behaviours, strengths and areas for development identifying precise areas to target to bring about rapid progress. The assessments will inform teachers of the child's individual focus for 121 reading sessions or whether children need further support (Stage 3).

If children in KS2 need additional phonics support, then they are assessed using the ELS phonic diagnostic assessment, which provides teachers with a detailed analysis of their phonetic knowledge. Teachers then identify any gaps in their knowledge and assign an appropriate intervention (stage 3). This process also occurs for children who are new to school (EAL/INA).

Additionally, at this stage, if a child is struggling in Guided Reading sessions particularly around vocabulary and fluency, they participate in a pre-read session at the start of the sequence in a small group. The focus is on reading the text at an appropriate rate and accuracy to enable them to understand the content and additionally discuss unfamiliar vocabulary.

Stage 3: If a child is in need of further support to above, summative and diagnostic assessments are used to identify which additional intervention a child may need to support their phonics or reading development. If children need phonics recapping or further gaps addressing, they will access one of the 3 interventions from ELS to address oral blending, Grapheme–phoneme correspondence (GPC) recognition or blending for reading. These interventions target specific gaps identified for the individual child and enables them to practise particular GPCs. This support is recorded on the child's individual school based plans (SBPs). The assessments also inform the 121 reading sessions where teachers will focus on child's individual needs. Children may also need additional reading comprehension intervention to support vocabulary and understanding.

Stage 4: *YARC assessments* and phonic diagnostics are to be completed termly to identify impact. If the child is not showing significant progress despite intervention, teachers are then to liaise with SENDCO through the SEND triage system. The SEND team may then need to suggest additional intervention or complete additional assessments to identify different support. The child will then receive regular, more in-depth intervention either 121 or in a small group.