



UXBRIDGE
HIGH SCHOOL



Year 6 - 7 Transition Pack

Reading Fluency

Our guide is aimed at parents and students so they

- (1) understand what reading fluency is
- (2) Understand how to use it to develop reading fluency skills

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression

Why is fluency important to your child's progress?

Children learn to read in three stages: **Decoding -> Re-call -> Fluency**

Fluency is the final and most important stage in developing the skills needed to be able to understand meanings of words in context when reading. *At GCSE the word count has significantly increased in recent years, with maths papers having over 1000 words!* Students therefore, need to be able to read accurately and at speed in order to be successful in their exams.

If students increase their reading speed to 120wpm (with understanding) the gains in time to process and respond to questions can be enormous. However, the average speed for a 14 year old without any learning difficulties is around 150wpm. On the papers analysed, the average gain would be approximately 5m 30s, with the maximum gain (English Literature) being 12m 15s.

Chemistry, biology, physics and maths papers would be significantly impacted, particularly students sitting the Foundation Tier papers, which in almost all cases have a significantly higher word count than the Higher Tier papers. So, the message is clear, if your child's fluency improves, so will their grades!

Reading fluency targets:

Year	WPM target
Transition from Year 6 – Year 7	90 wpm
Foundation Years – end of Year 9	90-120 wpm
Mastery Years – End of Year 11	120-190 wpm
Average adult reading speed	250 wpm

How can I tell if my child needs help with the reading fluency?

Below are some indications of what you and your child may experience in their reading fluency needs developing.

A child's perspective: What I feel:

Here are some ways students may describe what they feel reading:

- I hate reading or this book is stupid;
- I get stuck when I try to read a lot of words at once;
 - I cannot remember what I just read;
- It takes so long to read something and makes me tired;
 - I can't even think about what this means.

A parent's perspective: What I see at home:

Here are some clues for parents that a child may have problems with fluency:

- He/she knows how to read words, but seems to take a long time to read a short book or passage silently;
 - He/she reads a book with no expression;
- He/she stumbles a lot and loses his place when reading something aloud;
 - He/she reads aloud very slowly;
- He/she moves her mouth when reading silently (subvocalizing).

So what can you and your child do to develop reading fluency?

- (1) Firstly, we need to work out the reading speed - words read per minute - so we have a starting point and can track progress;
- (2) Once we know the reading speed and have logged it then we need to practise reading every day;
- (3) Log your reading speed at regular intervals so as to track your progress over time.

Here are some ways we can improve reading fluency at home:

Paired or "Buddy" reading

The easiest and best way to help your child develop fluency is to sit with your child and read! Read together every day, which is often called paired or buddy reading. To use paired reading, simply take turns reading aloud. You go first, as your reading provides a model of what good fluent reading sounds like. Then, ask your child to re-read the same page you just read. You will notice that your child's reading will start to sound more and more like yours. Do this for several pages. Once your child is comfortable enough, and familiar enough with the book, take turns reading page for page.

Reread favourite books

Another way parents can help develop fluency is to build a tall stack of books that your child can read quickly and easily. Encourage your child to reread favourite books over and over again. With each reading, you may notice your child reading a bit easier, a bit faster, and with a bit more confidence and expression.

Record it

Another fun way to practice reading and build fluency is to have your child create her own audio books.

This can be done simply with a tape recorder or audio recording feature or app (like Audiobook) on your phone. Or use something more sophisticated like StoryKit, where a user can create an electronic storybook and record audio to accompany it. Regardless of the method you choose, your child will be practicing what they want to record, and that reading practice is critical. Sharing your audio recordings with family and friends is a great motivator too!

These activities are easy and require very few materials. Doing these activities with your child will help build fluency — a skill that will last a lifetime.

Top 10 tips to help children enjoy reading

<https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html>

The school reading list

<https://schoolreadinglist.co.uk/>

100 fiction books all children should read before leaving secondary school

<https://www.tes.com/news/100-fiction-books-all-children-should-read-leaving-secondary-school-according-teachers>

7 reasons to read aloud

<https://www.voices.com/blog/7-ways-reading-aloud-improves-your-life/>

Instructions: How to calculate my reading fluency score

1. The passage you are going to read to track your progress is called 'My aquarium visit' (Appendix A below);
2. Using a stopwatch/timer – read this passage out loud and in full for 60 seconds;
3. Stop and count how many words you have read in that time;
4. Make note of how many words per minute (wpm) you read in this time by entering it in the Appendix B below;
5. Complete this reading exercise at least 5 times per week and continue to read as much as you can in between;
6. At the end of each week, calculate your average reading speed in the table below (Appendix B) and plot it in the graph (Appendix C).

(If you cannot do this work on a computer, you can draw/write it in your own book)

Appendix A – My aquarium visit

It was Saturday morning, and my dad surprised me with	10
a trip to the aquarium. I got to see plankton through a	22
microscope and dozens of jellyfish glowing in the water. We	32
saw lots of amazing animals, but we saved the best for last. At	45
the end of the day, Dad took me to see the hammerhead sharks.	58
We looked down on the giant tank from above. I could make	70
out the strange shapes of the sharks' heads as they swam back	82
and forth. I even saw a large dorsal fin sticking out of the	95
water, just as in cartoons and movies.	102
The best part was when we went in the tunnel under	113
the tank. The tunnel was clear, so we could see everything!	124
I asked Dad why the sharks were white on the bottom and	136
dark on top. He told me that it was their camouflage pattern.	148
He also told me how their skeletons were made out of cartilage	160
instead of bones.	163
I hope we can save sharks from extinction. They really are	174
wonders of nature.	177

Appendix B – My progress tracker

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Weekly avg									

Appendix C – Use your weekly average to plot your progress



Fluency score at the end of week 1: _____ wpm

Fluency score at the end of week 5: _____ wpm

Fluency score at the end of week 9: _____ wpm