

## 6. READ AUDIO-READ ALONG BOOKS

Children can listen to books on CD or electronic devices and follow along as they read. This enables the children to hear fluent reading and also to enjoy stories they may not be able to read unaided yet.



## 7. ENCOURAGE INDEPENDENT READING ABOUT TOPICS OF INTEREST

Encourage your child to read independently as often as possible. Allow them to choose topics that interest them. If your child is open to it, encourage them to tell you what they read about. You might ask them what happened in the story, who the main characters were, where the story took place, what they thought of the story, etc. Don't do this every time as you want your child to have some independent reading time for pure joy, where he will not feel pressured to have to answer questions at the end.



Most of all, ensure that you give your child lots of encouragement and continue to read as wide a range of texts as possible. A love of reading is a precious gift that needs to be nurtured.



Hazelwood School  
Nursery and Early Years

## IDEAS TO SUPPORT READING FLUENCY

Reading fluency is the ability to read automatically, accurately, and effortlessly, while using expression. Fluency is just as important of a skill as understanding phonics (knowing the letters and their sounds), knowing sight words, and comprehending what is read. Readers who are successful with fluency can concentrate on comprehension because they don't have to focus on figuring out the words.

Below is a list of strategies which may help your child become a fluent reader:

### 1. READ ALOUD TO YOUR CHILD

If your child can hear examples of fluent reading they are more likely to understand how to apply fluency in their own reading. Read out loud to your child often and with expression. In order to read fluently, children must first hear and understand what fluent reading sounds like. Text can come from books, magazines, the internet, or anywhere you can find interesting reading material for your child. Talk to your child about what fluency means. After you read to them, have them share their thoughts on exactly what you did that made your reading sound fluent. This will help ingrain the meaning of fluency into their memory, making them more likely to think about fluency when working on their own reading.



## 2. USE CHORAL READING

Choose a short passage that your child can read independently (although they may have trouble with the fluency they should be able to recognise most of the words without too much sounding them out). Have a copy for yourself and your child. Next, read the passage out loud for your child to hear. Tell them to follow along with their finger as you read. After reading the passage, re-read it and have your child read along with you, trying to match your speed and expression.

## 3. USE ECHO READING

Echo Reading is similar to Choral Reading except you read the passage first aloud, and then have the child echo (or copy) you, by re-reading the passage out loud trying to match the way you just read it. In choral reading, you re-read the passage with the child, while in Echo Reading, they read it themselves the second time.

## 4. USE REPEATED READING

Remind your child of the criteria for fluency (quickly, accurately, with expression). Have them pick a topic they enjoy. Then find them a short passage on that topic. Read the passage to show them, then have them re-read the passage several times, out loud, until they feel they have developed fluency. You can have them practise in front of you a few times first just to get them started and talk about strengths and areas that need improvement. Have your child read the passage for you again, once they believe they have mastered fluency. Repeat the cycle until you feel your child has mastered fluency of the passage to the best of their ability.



## 5. USE A RAPID WORD RECOGNITION CHART

Create a word recognition chart. For example, have four rows, with five words per row. Have the child read the words in the rows as quickly as possible, providing assistance when needed. Keep practising until your child can automatically recognise all the words without sounding them out. Reverse the order of the cards and practice again. It is important to reverse the order to ensure your child is reading the words and not simply reciting the order of the cards from memory. You can use a pocket chart to make your rows of words, as shown below:



or use push pins to pin words to a bulletin board.

