**What is reading fluency?**
Once readers no longer need to decode individual sounds in words, word reading becomes automatic, freeing up mental bandwidth (amount of cognitive resources available to completing tasks) allowing readers to focus on the meaning of language, pace and the expression of their voice.

**Why is reading fluency important?**
Our brains process about 11 million bits per second (bps) of information, but less than 100 bps are within our conscious control which means that if a reader is using their cognitive resource to decode words on the paper, there is little processing space to make sense of the text - comprehend.

**Why monitor reading fluency?**
Developing reading fluency enhances a pupil's ability to comprehend the written word, enabling them to use reading as a vehicle to learn.

**Which text should I use to monitor fluency?**
In order to assess the fluency of a pupil, it is imperative that pupils are provided with an unfamiliar text pitched at their level of reading ability. This is usually a text in-line with their chronological age. However, some pupils, particularly those with SEND, will need a more bespoke response.

**How do I administer the test?**
The pupil should be given a copy of the text and asked to read it to you. At the end of the reading, highlight the columns that reflect the fluency of the individual child. At the top of each column there is a numerical value.  These four values are added together
Example:

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Expression and Volume** | Reads in a quiet voice as if to get words out.  The reading does not sound natural like talking to a friend. | Reads in a quiet voice.  The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | Reads with volume and expression.  However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. | Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage. |
| **Phrasing** | Reads word-by-word in a monotone voice. | Reads in two or three word phrases, not adhering to punctuation, stress and intonation. | Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation. | Reads with good phrasing; adhering to punctuation, stress and intonation. |
| **Smoothness** | Frequently hesitates while reading, sounds out words, and repeats words or phrases.  The reader makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations.  The reader has many "rough spots." | Reads with occasional breaks in rhythm.  The reader has difficulty with specific words and/or sentence structures. | Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures. |
| **Pace** | Reads slowly and laboriously. | Reads moderately slowly. | Reads generally at an appropriate rate throughout reading. | Reads at an appropriate conversational pace throughout the reading. |

Total: 9

| 4-6 | student is underperforming in fluency levels |
|---|---|
| 7-11 | student is approaching grade-level norms of fluency |
| 12-16 | student is on or above grade level fluency |

**What should I do with the data?**
Results from the assessment can be used to inform: intervention, individual targets and quality first teaching.
If possible coming the assessment twice yearly would give progress scores.

**What activities can I use to promote reading fluency?**

Many of you will have a number of ways that you successfully promote reading fluency. Listed below are ideas which may support specific pupils/pupil groups. The list is by no means exhaustive.

**Whole class/groups**

- **Teacher-led reading:** Teacher as expert modelling fluency - encourage children to notice and remark on fluency, pace, smoothness etc.
- **Round Robin Reading:** Pupils to read aloud to the rest for the class group. Consider if pupils should/could silently read first. Also consider who is reading and why, what are you looking for?
- **Choral Reading:** All pupils, or groups of pupils reading together
- **Individual Silent Reading:** All children in class reading silently, independently.

**One-to-one**

- **Repeated Reading:** Pupils read a text 1:1 with a reading expert until they are able to read it error free. The reading expert provides feedback on reading errors: hesitation, omission, mispronunciation, repetition, substitution, insertion. This strategy provided pupils a model for cross checking and word processing behaviours
- **Echo Reading:** Expert reader reads a passage. Pupil listens to model then repeats. Age appropriate discussion around: pace, smoothness, expression and volume after reading.
- **Segmenting Sentences:** Expert reader focusses on reading phrases: what emphasis was used, why has the author used it, how does it support meaning making etc.

**Alternative Approaches**

- **Read, Record:** Record pupil reading then play it back alongside dialogue. Pupils may also use this method individually or give each other feedback on recordings.
- **From me to you:** Pupils work in pairs to read alternate sentences of a passage, or repeat the sentences of one another. They can then discuss performance: WWW/ EBI