

The Woodmancote Way – Reading with children.

At Woodmancote, we pride ourselves as a reading school where each child has regular opportunities to read with an adult. The aims of these 1:1 sessions are:

- To develop their **love of reading**
- To support, develop and **apply their phonics knowledge** to new books.
- To improve their **reading fluency**.
- To increase their **comprehension** of what they read.

Developing Reading Fluency

What is reading fluency? – Reading words accurately at a natural speed.

What is prosody? – Prosody is the ability to read fluently, taking note of punctuation and with appropriate expression. **This is our aspiration for all children.**

Why is reading fluency important? – If less energy is needed to decode words, more attention can be paid to comprehending the meaning of those words.

When can children start to read fluently? – A child's reading fluency can be developed at any age.

The foundations of fluent reading

1. Create an environment where a child feels comfortable and inspired to read.

“I've seen this book before, I really enjoyed it!”
“I love listening to you read, it always makes me feel so happy”

2. Encourage children to use their phonics knowledge to decode words with growing speed.

“Can you sound those letters out and blend the sounds together?”
“Great blending, lets say it again!”

3. Help them develop methods support reading unfamiliar words

“What do you do if you don't know a word?”
“Does that sound right?” / “Does that make sense?”

4. Recognise that reading 1:1 with a child is a 2-way process

✓ *“reading with a child”*
X *“listening to a child read”*

Strategies used to develop fluent readers

- ▶ **Adults model reading aloud** – How else will children know what “reading fluently” sounds like?
 - ▶ Immersion – Read them a passage where they hear “fluency”
 - ▶ Paired reading – Read fluently at the same time as them
 - ▶ Echo reading - Read a sentence fluently, then they copy.
- ▶ **Repeated reading of an extract** – Children don’t have to read things perfectly first time but don’t be afraid to make them reread a sentence/passage until it is fluent and error free if you feel it would benefit their fluency.
- ▶ **Prompts** – Prompts can be used to make a child consider HOW they’re reading the text.

Examples:

- ▶ *Get your mouth ready for the first sound.*
- ▶ *What could this word be?*
- ▶ *You need to know that word tomorrow. Have you got it in your head?*
- ▶ *Make it sound like a story you would like to listen to.*
- ▶ *Change your voice when you see these marks on the page.*
- ▶ *Can you separate the words into syllables?*
- ▶ *Something wasn't quite right on this page; shall we try again?*
- ▶ *Why did you put emphasis on this word?*
- ▶ *How does this piece of punctuation affect how you read this?*
- ▶ *Imagine you are character X, how would you say this?*

Asking questions to encourage reflection and discussion:

Before reading	During/After reading
What do you think about...?	What do you think... might do now? Why do you think... said it like that?
Have you ever...?	Can you explain how ... works?
What do you know about...?	Who was the last person to see...? What happened after...? Do you know any words that mean the same as...? How do you know...? Can you show me in the text? How would you feel if ... happened to you?

