

Bowlsh Infant School Reading for Fluency Planning

Reading for Fluency is a daily, 20-minute whole-class session that helps children develop confident, expressive and fluent reading. Texts are too challenging for pupils to read independently and are chosen for their quality, richness, and links to the curriculum. Sessions include teacher modelling, echo reading, choral reading, paired reading, and vocabulary discussion. Through repeated reading and focused support, children build fluency, expression, and comprehension skills. The texts used for Reading for Fluency will usually be non-fiction or poetry.

Reading for Fluency

Weekly Reading for Fluency System	Monday	Tuesday	Wednesday	Thursday	Friday
	Introduce text Teacher Model Discuss Vocabulary	Display text Teacher Model Echo Reading Revisit vocabulary	Display text Echo Read Choral Read Revisit vocabulary	Display text Choral Read Paired Read Revisit vocabulary	Display text Teacher Model and question Paired Reading Reading Response

Phonics Success Criteria				
	Listen attentively to understand pace and prosody.	Read clearly, matching the pace and prosody of the teacher.	Understand what has been read and respond to it.	Engage with the reading.

Year 1	
Curriculum Coverage	<p>Reading - Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. <p>Children can read at a pace of 60 words per minute.</p> <p>Spoken Language listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>



maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 speak audibly and fluently with an increasing command of Standard English
 participate in discussions, presentations, performances, role play, improvisations and debates
 gain, maintain and monitor the interest of the listener(s)

Year 2

Curriculum Coverage

Reading - Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Children can read at a pace of 90 words per minute.

Spoken Language

listen and respond appropriately to adults and their peers

ask relevant questions to extend their understanding and knowledge

use relevant strategies to build their vocabulary

articulate and justify answers, arguments and opinions

give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English

participate in discussions, presentations, performances, role play, improvisations and debates

gain, maintain and monitor the interest of the listener(s)