



Fluency Guidance for Teachers

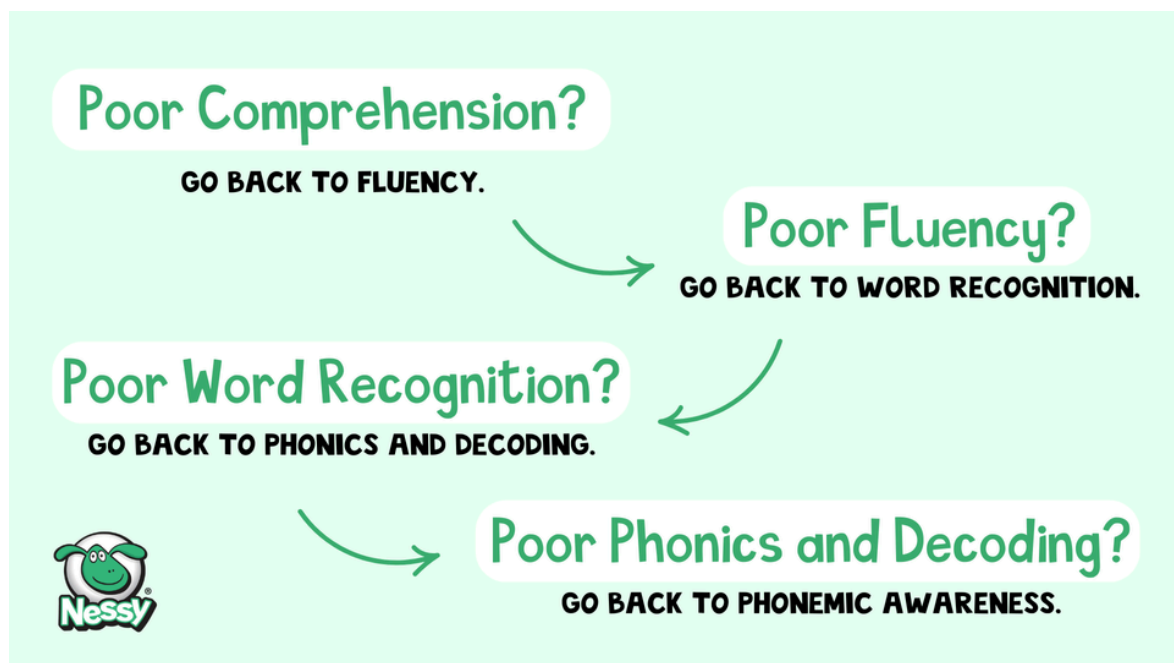
with Clara Fiorentini

With fluency, a one-size-fits-all approach will not best serve our readers. Concerned about fluency progress? Pause and reflect. Then take action!

Spend less time getting caught up in where you think the children 'should be' and instead meet your students where they are and work back from there...find the missing links. Slow down to catch up.

Developing children's reading fluency is actually one of our most complex tasks as teachers of reading. Fluency depends on many underlying skills and is much, much more than simply the act of reading with speed!

Fluency is dependent on word recognition, pace, accuracy, expression, and understanding. Ultimately, fluency provides readers with a crucial bridge between word recognition and reading comprehension!





Fluency matters, and unfortunately, not enough children leave school, hitting those high levels of fluency. Fluency offers readers the option to focus most of their energy and attention on reading for meaning and connecting with the text. In an age of constant misinformation, fluency and comprehension are more important than ever.

What to do:

- ✓ Model expressive reading consistently. Children must hear you reading proficiently and frequently to demonstrate pace, accuracy, expression and comprehension.
- ✓ Provide frequent opportunities for repeated reading. Repeated exposure to the same text enables readers to focus on improving their fluency rather than decoding the words. Read, re-read, repeat!
- ✓ Provide frequent opportunities for students to read texts aloud. Embrace engaging and energetic strategies such as echo, choral and partner reading.
- ✓ Meaningfully monitor progress. Keeping a close eye on progress ensures that your instruction stays more closely tailored to the child's emerging needs.
- ✓ Provide meaningful and empowering feedback. Tell children what is working well and offer empowering suggestions of things to try.

What to avoid:

- ✗ Over-reliance on silent reading.
- ✗ Round robin reading.
- ✗ Teaching phonics skills in isolation*.

*Phonics should always be connected to reading. Students need opportunities to meaningfully apply their phonics knowledge to text - through application, the learning sticks.