



# Reading at Ellenbrook

# Our Reading Intent

At Ellenbrook, our aim is for our children to be fluent readers, with the ability and confidence to tackle a range of different text types with a range of different challenges.

Our children will be able to comprehend age-appropriate texts, and will discuss and compare these texts confidently.

Our children will understand the skills needed to answer a variety of comprehension questions, including retrieval and inference questions, and to apply those skills to answer reading comprehension questions confidently.

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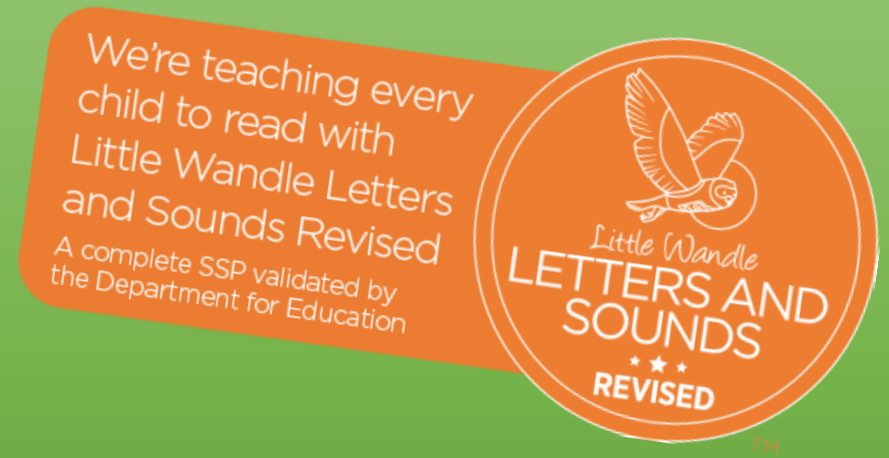
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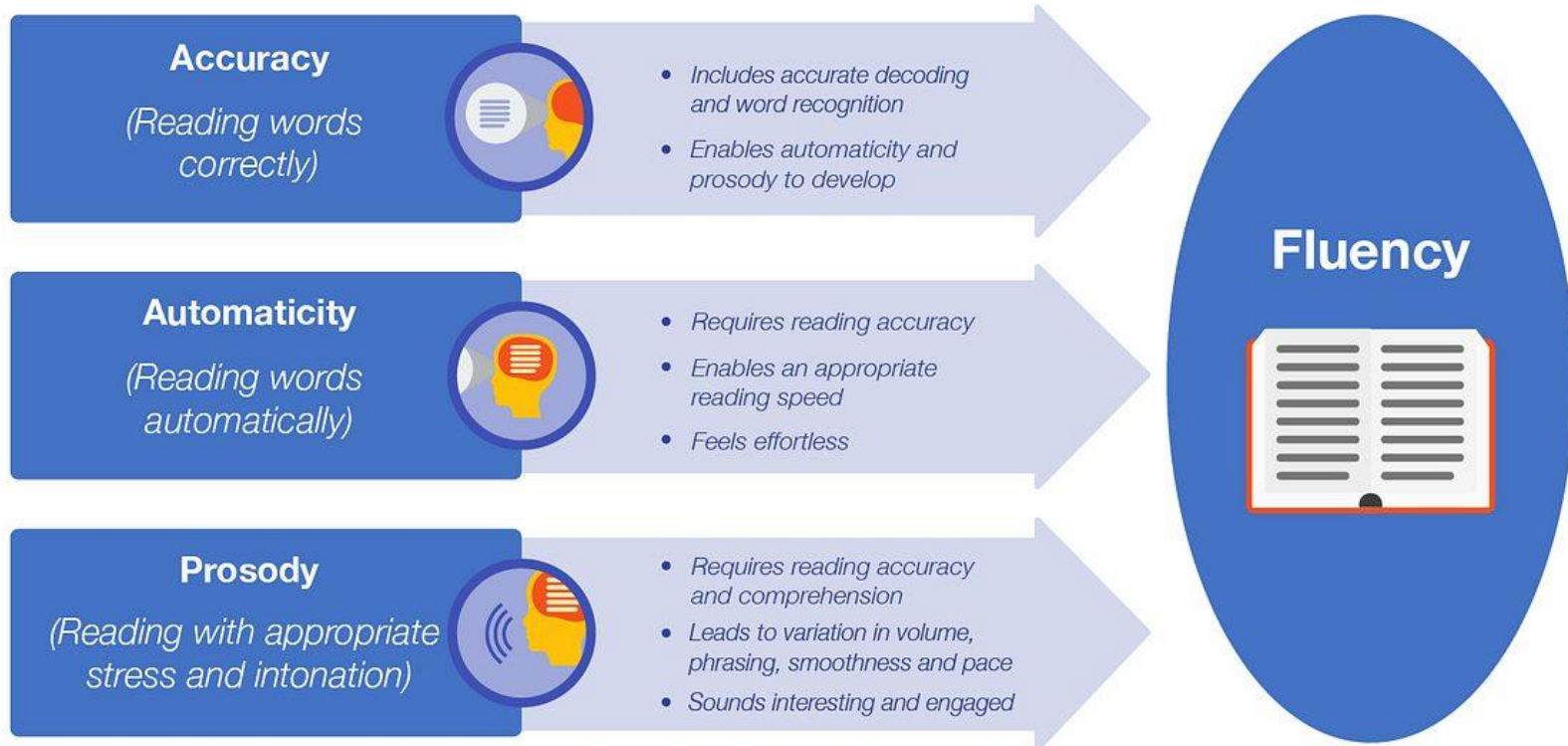
# Implementation - Fluency

- Daily phonics – EYFS/Year 1.
- Reading with the children is prioritised - all children read with 1:1 weekly in EYFS/KS1; at least half termly in lower KS2 and at least termly in upper KS2.



# But what is fluency?

Figure 5: Reading fluency



## How does prosody aid comprehension?

I didn't say he stole my bike.

I didn't say he stole my bike.

I *didn't* say he stole my bike.

I didn't *say* he stole my bike.

I didn't say *he* stole my bike.

I didn't say he *stole* my bike.

I didn't say he stole *my* bike.

I didn't say he stole my *bike*.

# Why such a focus on fluency?

## **Aims**

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.<sup>1</sup>

- Fluent reading supports reading comprehension.
- When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.
- It builds a bridge between word recognition and comprehension.

# What does this mean?

- We want children to practice their fluent reading with their reading home books – to support this you may find **your child's reading stage changes** or they receive the same book or books more than once. Repeated reading is vital for practising fluency.

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words



# Great, but how can I help with this at home?

- Read the school reading book with your child when it is sent home. This is matched to their phonics and fluency understanding.
- Read it more than once! Re-reading helps to build fluency.
- Read aloud to your child to provide a model of fluent reading.
- Try paired, echo or choral reading.
- Try audio books and let your children read along with them.
- Put subtitles on the television!





Thank you for coming to our  
Reading Workshop

Any questions?

