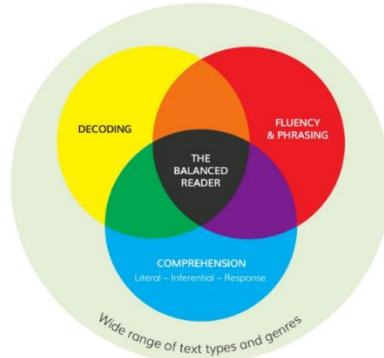


Teaching and Learning at IFPS – Fluency and Phrasing

Following previous Teaching and Learning newsletters, Fluency and Phrasing and its part in the 'Balanced Reader' (below) will be discussed.



As the diagram above shows, the 'Balanced Reader' consists of three key skills: decoding, fluency and phrasing, and comprehension (literal, inferential and response). Once a reader competently demonstrates these three skills, they are considered to have the ability to 'read to learn'. This is when a child can use reading to learn new information independently.

These newsletters share the strategies we use at Ingle Farm Primary School (IFPS) and provide techniques to support your child at home. This collaborative approach to reading can support accelerated learning for your child.

Fluency

- Reading fluency has a qualitative definition, referring to the quality of students' reading. This includes the use of rhythm, phrasing, intonation, naturalness, and use of voice (for different characters/moods).
- Reading fluency also has a quantitative definition, referring to the accuracy (number of errors, compared to number of correct words read) and the rate (number of words read per minute). *The amount of words a child should be able to read a minute = 10 x child's age. E.g. An **8 year old** should be able to read 10 x 8 words per minute, so 80 words per minute.*

Supporting your child at home

Each child at IFPS accesses a levelled reader via their teacher or borrowed from the library. To support your child's education and achievement it is suggested that they should read independently for at least 20 minutes each day.

As parents, there are some simple strategies that can be adopted when listening to your child read to practise their **fluency and phrasing**.

- Reread familiar books. This allows the child to practise fluency and phrasing rather than the decoding skills required to read unfamiliar ones.
- Reading aloud and having your child match his voice to yours.
- Having your child practice reading the same list of words, phrase, or short passages several times.
- Reminding your child to pause between sentences and phrases.
- Read aloud to your child to provide an example of how fluent reading sounds.
- Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use books on tapes; have the child follow along in the print copy.

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