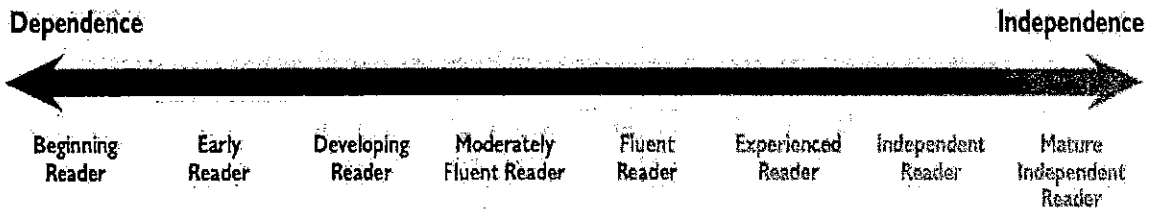
Fluent Readers

- capable readers
- approach familiar texts with confidence
- still need support with unfamiliar materials
- developing stamina
- begin to read silently and monitor their reading
  - *'This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases.'*
- use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words
- allows them to start to self-correct
- selects books independently
- willing to reflect on reading
- receptive to the views of others and engage in discussions about texts and their impact
- begin to infer beyond the literal from books and stories read independently

The Centre for Literacy in Primary Education, January 2016

Stages of Fluency



- Sort the statements into the categories:
  - Not fluent
  - ???
  - Nearly fluent
  - Fluent reader

Stage 1

- 🕮 Reads slowly and laboriously.
- 🕮 Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.
- 🕮 Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word.
- 🕮 Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.

Stage 2

- 🕮 Reads moderately slowly.
- 🕮 Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.
- 🕮 Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.
- 🕮 Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.

Stage 3

- 🕮 Reads with an uneven mixture of fast and slow pace.
- 🕮 Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.
- 🕮 Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.
- 🕮 Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.

Stage 4

- 🕮 Consistently reads at conversational pace; appropriate rate throughout reading.
- 🕮 Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
- 🕮 Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
- 🕮 Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.