

How ELS improves reading fluency



Fluency is a skill built up over time. Adequate practice and rehearsal of decoding words is the first component in this range of skills; this provides the access to then develop a comprehensive understanding and appreciation of texts.

Fluency underpins a child's ability to comprehend what they are reading. Exposure to vocabulary along with subject knowledge supports children to form their own understanding of the texts they are reading.

ELS includes fully decodable reading material in every lesson, and contains the most decodable text of any SSP.

We look at the DfE's Developing fluency audit and offer some guidance on how ELS provides the tools needed to develop fluent readers.

Developing fluency	Action
Teachers develop pupils' fluency while they are learning to decode and continue to develop it once pupils can read words at a glance.	The whiteboard presentations, Activity Books and decodable readers within the ELS teaching programme ensure children are reading decodable words, phrases, sentences and (eventually) longer paragraphs every single day as part of their phonic lessons. At the earliest stages, children's development of fluency is supported through oral blending and word reading. As children move through the programme, they practice fluency through reading longer decodable texts. Throughout the programme, children's fluency is supported by teacher modelling every step of the way.
Teachers understand why fluency is essential for pupils' reading comprehension.	The ELS training includes a video on supporting fluency. In addition, support is provided throughout the training to help the development of fluency through targeted practise, daily rehearsal, modelling, paired reading and re-reading texts.



Accurate decoding is assured before pupils move on to read a new book.

The decodable readers matched to ELS are available for every week of teaching. However, children should always read books aligned to their current phonic knowledge. With so many books available, children have the opportunity to review and consolidate new GPCs in independent readers a number of times before moving on.

Children can take two decodable texts home – one matching their current phonic knowledge (or the week of teaching) and one from a few weeks earlier to support their developing fluency.

As part of the programme, children read each book at least three times, ensuring they have time to consolidated their phonic knowledge before moving on to a new book.

Teachers explain the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words at a glance.

In every ELS lesson, children are introduced to new, interesting and purposeful vocabulary. This is introduced through the mnemonics to support GPC learning, words and sentences that children read within the lessons, the texts within the Activity Books and the decodable readers. At every point, teachers model reading this new vocabulary and explain it to children before children are asked to read it for themselves.

Vocabulary and language knowledge also underpins and supports comprehension allowing children to access the full range of curriculum subjects.

Pupils, from the earliest stage, re-read books to practise and improve their fluency.

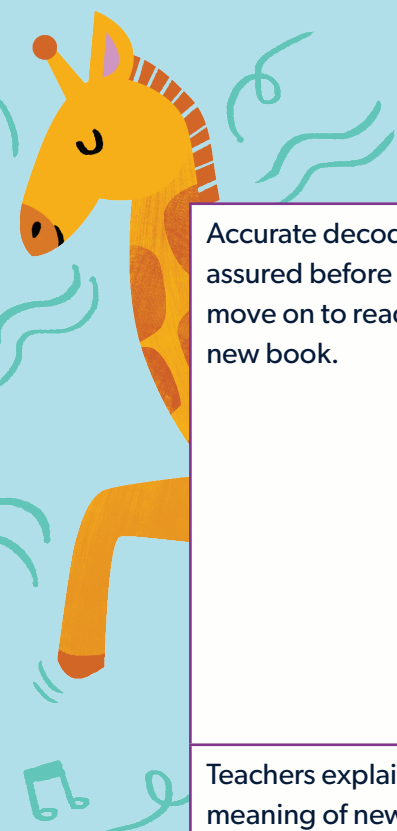
As decodable readers are matched to ELS week-by-week, decodable books are available for children to read from the very first week of teaching. As part of the programme, children re-read each book at least three times. This means that from week one of the ELS teaching programme, children are working towards becoming fluent readers.

In October, 40 new Essential Phonic Readers at Phase 5 will publish. These will offer children more opportunities to apply their learning of the Phase 5 GPCs and practice reading fluency.

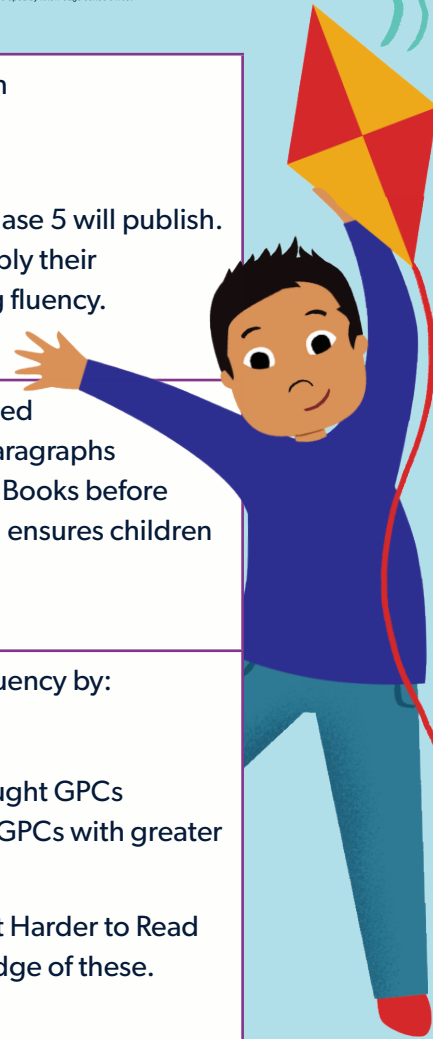
In all lessons, teachers provide practice in decoding unfamiliar words from a text pupils are about to read and explain their meaning.

Teachers model reading the texts in the Activity Books before the children read them independently. Challenging vocabulary is used in the texts and the meaning is explained by teachers during the modelling.

This modelling gives children access to complete the activity independently. It also ensures that every child knows how to succeed in every lesson.



<p>Teachers provide pupils with a wide range of familiar poetry, stories and non-fiction books to read in school and at home.</p>	<p>The Essential Phonic Readers contain varied fiction and non-fiction titles to read and re-read at school and at home.</p> <p>In October, 40 new Essential Phonic Readers at Phase 5 will publish. These will offer children more opportunities to apply their learning of the Phase 5 GPCs and practice reading fluency.</p>
<p>Teachers read aloud to pupils, across the curriculum, providing a model of fluency.</p>	<p>In line with the give, give, give approach embedded throughout ELS, teachers model sentences and paragraphs that children are expected to read in their Activity Books before children read these independently. This modeling ensures children have clear expectations around fluency.</p>
<p>Teachers use a range of strategies to support and develop pupils' fluency.</p>	<p>In ELS, teachers support and develop children's fluency by:</p> <ul style="list-style-type: none"> • practising oral blending in every lesson. • reviewing words daily that have previously taught GPCs 'quickly' to support children in reading these GPCs with greater levels of fluency. • revisiting daily a selection of previously taught Harder to Read and Spell words to support children's knowledge of these. • using review lessons to consolidate learning. • delivering short, concise interventions, focused on the specific area of need, to ensure children do not fall behind. • making expectations clear. • modelling reading phrases, sentences and short paragraphs before children read either independently or in pairs. These are read three times to develop fluency in every lesson. • ensuring children read each decodable reader at least three times. • matching books to children's growing phonic knowledge.



Teachers provide extra practice for pupils who need support in developing fluency.

The short, concise and focused interventions in ELS ensure teachers catch children BEFORE they start to fall behind.

The large number of decodable readers aligned to ELS week-by-week, ensure plenty of opportunities for children to read and re-read texts that practise their phonic knowledge.

The paired reading approach to reading decodable readers as part of ELS ensures children have plenty of opportunities to practise fluent reading aloud.

ELS Progress offers targeted, age-appropriate support for children who are finding reading a little more difficult.

