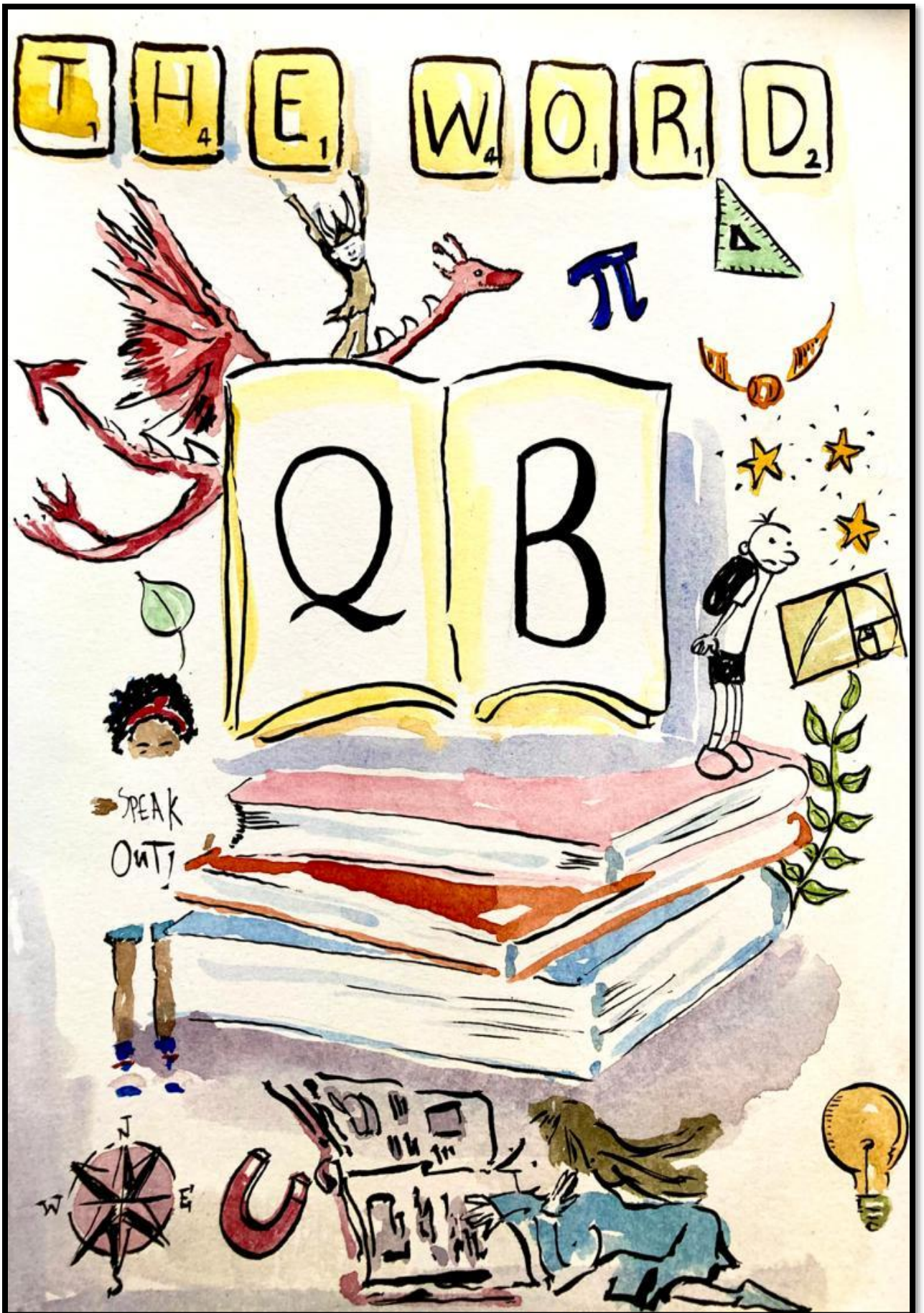


Supporting Your Child with Reading to Learn



Summer 2023

Welcome to the summer term's edition of **The Word**

In this edition we focus on **fluency**.

Fluent readers do not need to sound out words or think about the 'mechanics' of reading. They know how to decode words very easily and so can focus on the meaning of what they read.

A fluent reader in the classroom can focus on the subject content in what they're reading, rather than having to worry too much about the words themselves.

We develop fluency in school through our approach to learning, but there is lots that you could also do at home to support your child with this crucial skill. Read on to find out more.

Contents

1. Top Tip: Read aloud to your child
2. Expert Opinion
3. Reading Recommendations
4. Reading News

As always, to stay up to date with everything reading related, follow us!

 Twitter: @QbridgeLibrary



Top Tip: Read aloud with your child, no matter their age or ability.

Helping with fluency

Young people with lower reading ages may read slowly. They may often need to stop to sound out words but feel shy about doing this. They often spend so much time and energy on decoding (working out the sounds of the word) that understanding the overall meaning of what they're reading can be very difficult. This might lead them to be anxious. All of this can delay them developing reading fluency.

Parents can demonstrate fluent reading by reading aloud regularly. Even with high school age pupils, this is a great technique. It's also important that teens get regular opportunities to read aloud so perhaps take it in turns! You don't need to be the world's greatest reader yourself to just have a go and read together.

Expert Opinion: Manchester Metropolitan University: Reading with Pupils in KS3 (abridged)

The US National Reading Panel (2000) recognised fluency as a key ingredient in the reading process. Fluency is more than speed of reading, it is reading with accuracy, speed and expression that shows understanding, and is without conscious attention.

It is significant because as reading becomes effortless and automatic, working memory is available to extract and construct meaning from the text. Thereby fluency acts as a bridge between word identification and comprehension and supports the transition from oral to silent reading.

Fluent readers apply decoding skills to unfamiliar words with skill and ease and can read familiar and unfamiliar words accurately. This finely tuned skill also affects speed. As word reading becomes automatic and quick, readers can focus on meaning.

Because they understand the text, recognise punctuation cues and feel comfortable reading they can read with expression and intonation. Ultimately, this supports silent reading comprehension.

In contrast pupils with reading problems lack fluency. For example their sight vocabulary may be weak and their decoding skills slow, therefore they read slowly or inaccurately and without expression.

Consequently, little comprehension takes place, reading becomes a frustrating exercise and the student avoids it as much as possible. Lack of reading experience further limits the development of sight vocabulary, which in turn makes reading more difficult. A negative spiral takes place.

Expert Opinion:

“In order to become fluent readers, students must read independently. They must personally process the text, decoding unfamiliar words enough times through repeated oral readings to store the words in their long-term memories as sight words. Each student will move through the stages from slowly sounding out and blending words to fluent silent reading on a slightly different timetable, but there are far too many students who will never achieve fluency because they have not engaged in enough real reading.” (McEwan, 2009: 78)

fluency is not taught systematically; rather, the best way to build fluency is to support high volume and successful independent reading practice. However, it still needs to be structured and monitored. The pupils who most need reading practice are likely to do the least reading in school; weaker readers may read only a tiny proportion of words compared to the strongest readers.

For the full report, click here: [Reading with pupils in KS 3 \(mmu.ac.uk\)](https://www.mmu.ac.uk/research/reading-with-pupils-in-ks3/)



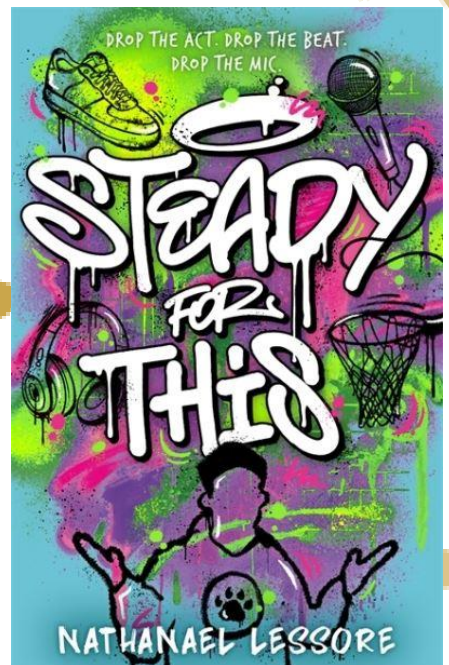
Manchester
Metropolitan
University

Reading Recommendations

KS3

Steady for This, Nathanael Lessor

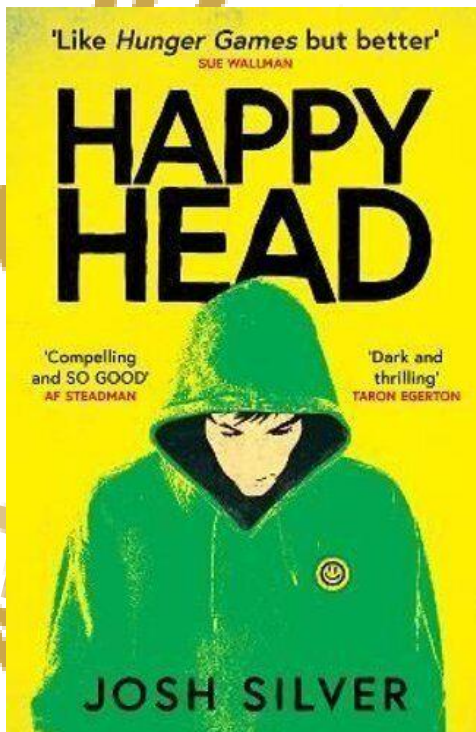
If you're looking for some laughs over the summer then look no further. MC Growls is an awkward teen with a heart and a serious skill for rapping. Try to read this without laughing out loud. We have signed copies available to borrow in the library and look forward to welcoming Nathanael to QB (again!) in July. See if you can spot us in the acknowledgements...



KS4

Happy Head, Josh Silver

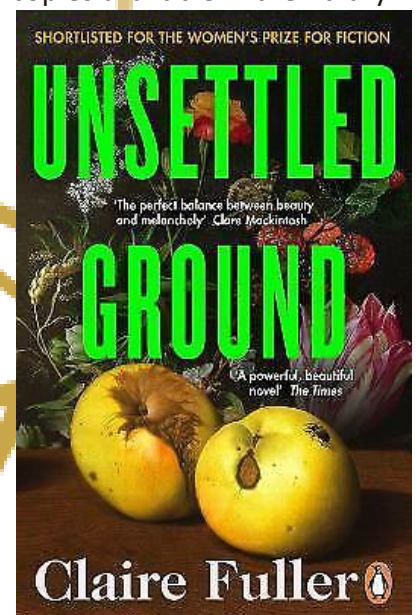
If you like a dark, twisty dystopia then this is the book for you. When Seb is offered a place on a radical retreat (Happy Head) designed to solve the national crisis of teenage unhappiness, he is determined to change how people see him and make his parents proud. But as he finds himself drawn to the enigmatic Finn, Seb starts to question the true nature of the challenges they must undergo. The deeper into the programme the boys get, the more disturbing the assessments become, until it's clear there may be no escape. We have a few copies available in the library.



Adults

Unsettled Ground, Claire Fuller

Twins Jeanie and Julius have always been different from other people. At 51 years old, they still live with their mother, Dot, in rural isolation and poverty. Inside the walls of their old cottage, they make music, and in the garden they grow (and sometimes kill) everything they need for sustenance. But when Dot dies suddenly, threats to their livelihood start raining down. Jeanie and Julius would do anything to preserve their small sanctuary against the perils of the outside world, even as their mother's secrets begin to unravel, putting everything they thought they knew about their lives at stake. Check out The Heath Bookshop's upcoming event with Claire Fuller: [Claire Fuller - The Memory of Animals - The Heath Bookshop - Tickets \(eventcube.io\)](#)



Reading News

How Brave is the Wren

Looking for some summer reading activities? Local bookshop How Brave is the Wren has you covered. Check out their website regularly for details of summer events: [EVENTS / Product categories / how brave is the wren](#)

Support our Library

On June 27th, Year 7 and 8 students are invited to take part in the 'pyjamarama' where we will attempt to read for 1000 minutes in a day. Please log on to ParentPay to sponsor what you can. We will use all funds to buy books to refresh our wonderful library.

Ever Tried Performance Poetry

The National Literacy Trust have a series of performance poetry videos which feature some of the best young voices in the UK. Why not check out the 'Zone In Sofa Sessions' with your child? [Zone In Sofa Sessions – poetry for young people | Words for Life](#)

Heartstopper Volume 5

By far the most popular books of the last year have been the Heartstopper series. The waiting list in our library reached comical lengths! Has your child read them, or any other graphic novels? They are a very popular genre and great for students who feel less confident with reading. We are very excited about Volume 5 landing in November...expect some celebrations at QB!