



# Equipping Literacy Assistants

**Fluency and comprehension**

# Reading a text

- Text means words in print. (Hand writing, typed or on a screen)

To be a good reader we need to master 4 things:

1. Sounds (phonics)
2. Identify the shapes of words (sight words)
3. Read fluently
4. Understand what we are reading (comprehension)

# What is Fluency in reading?

- reading at a speed similar to the way you would speak
- using punctuation and good expression
- Using different voice tones so that our reading does not sound boring

# Why is fluency important?

- Reading fluently helps us to understand the meaning of what we read.
- Reading fluently makes our reading more interesting.

# Ways to gain fluency in reading

- Re-reading stories they already know
- Echo reading: rhymes or stories repeated lines.
- A student can follow the text while you read.
- A students can *copy* the way you read.

# Ways of gaining fluency

- Reading the Dolch sentence cards as fast as possible, (sessions 8)
- Practice in sights words and phonics
- Following word chart to songs and rhymes
- Reading books that they make themselves.

# Reading buddies

- Students of different levels are paired to help one another, e.g. younger with older children
- The whole school can spend half an hour a day working together on reading.



# Practice, practice, practice

Even the same text several times!

Students must **practice** reading with expression.





# Expression

- This is when the reader makes the text sound interesting.
- It involves raising or lowering the voice for certain punctuation marks.

# Expression

How would we read these sentences aloud?

- Where are the children?
- Do you like bananas?
- Look out! There's a snake!

How would you read these words?



# Use of character voices



Poppy: "Mee-ow, where is my dinner?"

Zuzu: "I ate it."

Alma: "Don't worry Poppy. You can have some of mine."

Mo: "You can have some of mine too."

Owl: "You are both very kind."

# Use of character voices

Try doing this for these stories:

- The three little pigs (Level 11)
- The boy who cried wolf (Level 9)

# Comprehension

- Comprehension is understanding what you read.
- A student may be able to read all the words of a text fluently but may not know the meaning of certain words.

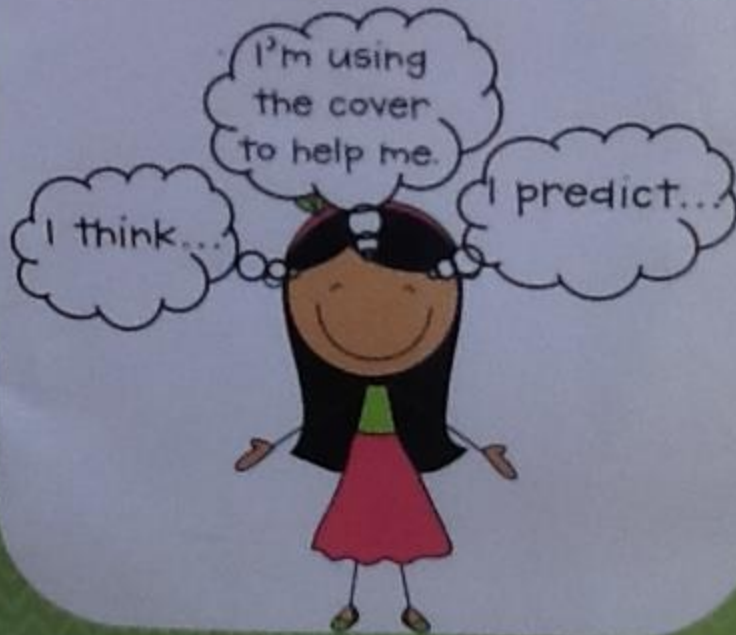
# before, during, after

You can help the student to gain meaning from the story by:

1. Talk about the title of the story and the pictures in the story **before** reading.
2. Ask them to predict, “What might happen next?” **during** the reading.
3. Ask questions about the story **after** if has been read.

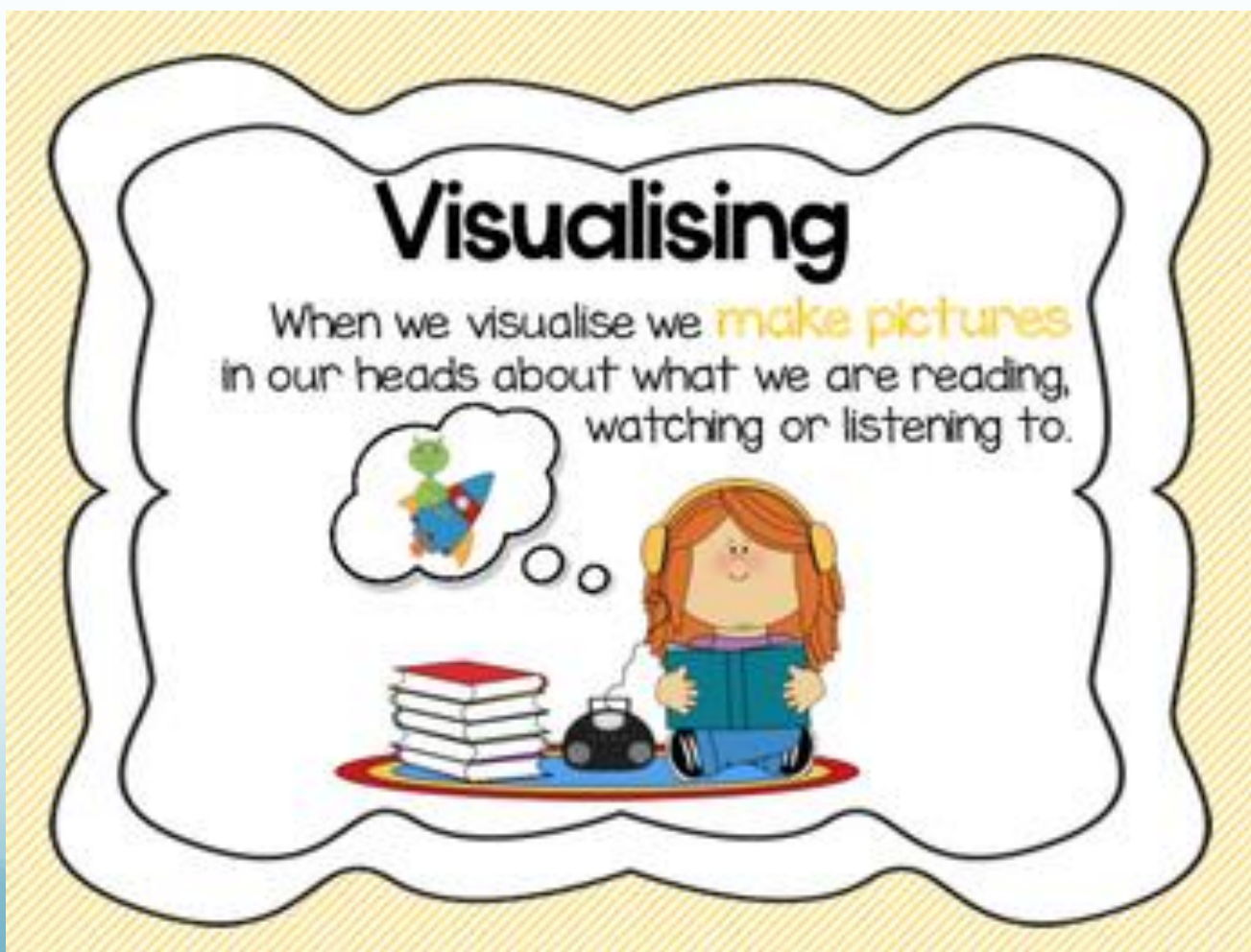
# MAKE A PREDICTION

use clues from the story to help  
figure out what might come next





We can also ask the student to make pictures in their head about what they are reading. This is called visualizing.



# Questions begin with...



# Thinking hats for asking questions about the story



- **Red (Emotions)** - How did you feel when...? or How do you think one of the characters felt when...
- **Blue (Thinking)** - What did you learn from...?
- **Green (Creativity)** - What else could have been done? What would you have done? Can you think of a different ending?
- **White (Information)** - What was ...? Who was...? How many? Where?
- **Yellow** (Good points)
- **Black** (Bad points)

Ask a question in relation to a story the child has been reading with you.