

## Fluency Lesson Plan Ideas

Session 1 and 2 - Word Wizard / Read the Text		
<ul style="list-style-type: none"> <li>Children read the text to a partner and the teacher circulates around the class listening to children read and picking up on any common errors or misconceptions / mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li><u>WORD WIZARD</u> - Using red, orange and green, children dot how they feel about each word and then share with the teacher.</li> <li>Pronunciations are to be practiced. Reminders of phonics/spelling patterns might be needed, as well as breaking words into syllables to help support. Identifying the word class may also be beneficial.</li> <li>At this point, time could be spent learning the meanings of words and other suitable vocabulary activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher then models reading the text aloud whilst the children listen or follow along.</li> </ul>
Session 3 - Expressive Ernie		
<ul style="list-style-type: none"> <li>Begin each session with a recap on what expression is and how we can use our voice to enhance the meaning of what we read.</li> <li>Consider introducing words such as monotone, stress, emphasis, pitch and volume</li> </ul>	<ul style="list-style-type: none"> <li><u>EXPRESSIVE ERNIE</u> - Colour photocopy the Expressive Ernie page and follow the instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Consider continuing the activity by text-marking the page to enhance expression. Use arrows to indicate volume, underline stressed words.</li> <li>Teacher to model and children to echo at the end.</li> </ul>
Session 4 and 5 - Smooth Reading Sabrina / Vocal Villager		
<ul style="list-style-type: none"> <li><u>SMOOTH READING SABRINA</u> - Follow instructions on the sheet and consider swapping roles. Can the children make it sound as smooth as possible?</li> <li>Consider continuing the activity by text-marking the page to enhance expression. Use arrows to indicate volume, underline stressed words.</li> </ul>	<ul style="list-style-type: none"> <li><u>VOCAL VILLAGER</u> - Follow the instructions on the Vocal Villager sheet.</li> <li>Teacher may have to model some of this or use echo reading first before children have a go themselves.</li> <li>Complete activity more than once to embed fluency further.</li> </ul>	<ul style="list-style-type: none"> <li>Importantly, children should go back to the original text and read it back to each other in pairs and the teacher can either circulate or listen to individuals reading the extract.</li> <li>Remind children they should be applying the different techniques taught and practice from previous sessions.</li> </ul>

Session lengths are dependent on how much depth teachers choose to pursue different bullet points, how many times activities are repeated or extracts re-read and how long is given to sharing and feedback.