

ESB Level 1 Award in Speech (Grade 2) – 3.2 – Teacher Guidance – Reading Fluency Activities

Learning Objective	To use our voice in different ways to express emotions, tell stories, and convey mood.
Delivery	<p><i>Re-reading for accuracy.</i></p> <ol style="list-style-type: none"> <i>1. Introduction:</i> Discuss the importance of reading accuracy and how it contributes to overall reading fluency and comprehension. Explain that each learner will work with a self-selected extract (from their 12-13 pages) to improve their reading accuracy. <i>2. Selecting Extracts:</i> Allow learners to choose a reading extract from their pre-prepared selection of 12-13 pages. You might want to have them choose beforehand so they can have a photocopy to work with. These extracts should be about one to two pages in length. Encourage learners to pick something that is slightly challenging but not too difficult. <i>3. Highlighting Words:</i> Instruct learners to read their chosen extract silently or aloud to themselves. While reading, they should use highlighters or coloured pencils to mark any words they find difficult or don't know. Explain that this will help them pinpoint words that need attention. <i>4. Group Discussion:</i> Have learners form small groups or pairs to discuss their chosen extracts and the words they highlighted. Encourage them to share why they found these words challenging. <i>5. Individual Practice:</i> Ask learners to re-read their extracts, focusing on the highlighted words. For each highlighted word, they should: <ul style="list-style-type: none"> • Attempt to sound it out and pronounce it correctly. • Use a dictionary or digital resource to find the correct meaning. • Practise reading the sentence containing the word with the correct pronunciation and understanding. <i>6. Reflection:</i> Learners can use the sheet on page 9 of their workbook to track their vocabulary progress. Learners can now re-read their extracts once more and assess their own reading accuracy. They should note any improvements, challenges, or areas they still find difficult. <i>7. Sharing and Feedback:</i> Invite learners to share their experiences during the individual practice and self-assessment. Discuss any strategies they used to improve their reading accuracy. Learners should continue

practising with their chosen extracts at home. They should aim to read more fluently and accurately.

Re-reading for automaticity

Flash cards:

1. ***Flash Cards:*** Learners can look back at their reflection from the accuracy activity for this activity. They should select 5-10 words they find challenging or occur frequently in their text. For learners who are already more fluent, they could choose phrases or sentences.
2. ***Create Flashcards:*** Provide index cards or small pieces of paper to each learner. Instruct them to write one sight word on each card. They should write the word on one side and leave the other side blank.
3. ***Review and Practice:*** Have learners review their flashcards and practise reading the sight words. They can reveal each card in turn and read the word aloud. Or, they can have a partner hold up cards in random order and see how quickly they can read the word aloud. Encourage them to practise reading the flashcards multiple times.

Other ways to re-read for automaticity:

1. ***Listen with an audiobook:*** Listening to audio books while following along with the text can help learners hear fluent reading and practise matching their reading speed to the narrator's.
2. ***Partner Reading:*** Pair learners with a partner to take turns reading a text aloud. This can encourage healthy competition and practice in a supportive environment.
3. ***Read Aloud and Record:*** Have learners read a passage aloud and record themselves. They can then listen to the recording to identify areas for improvement in pacing and expression.

Speedreading challenge:

1. ***Explain the Game:*** Explain that the goal is to enhance reading speed progressively while keeping comprehension and clarity intact.
2. ***Select Reading Materials:*** Learners should choose around one page from their selected 12-13 pages of their novel. Which part they choose might depend on what they want to work on – there might be a section with more difficult vocabulary they want to try to read more automatically. They might want to work on the transitions between narration and dialogue. They may just choose a section they particularly enjoy.
3. ***Set Up the Timer (optional):*** You can set up a timer/stopwatch on the board or at the front of the room for learners to see. [Online Stopwatch](#) is a good option for on-screen. You can then set a time for learners to

read within, encouraging them to read faster with each round to stay within the time. It might be a good idea to set the timer at 1 minute to begin with, as this is around the length of time they will read for in the assessment.

- 4. Reading Rounds:** Start with the first reading round. Learners will take turns reading a passage aloud at a comfortable, regular pace. The focus here is on clarity and comprehension.
- 5. Increase the Speed:** After the initial round, set a challenge to increase the reading speed for the second round. Explain that the goal is to read slightly faster while still maintaining clarity and comprehension. (You could knock 10-20 seconds off the time.)
- 6. Progressive Speed Rounds:** Continue with several more rounds, gradually increasing the reading speed with each round. Learners should challenge themselves to read progressively faster while keeping their reading clear and comprehensible. Encourage peer feedback to provide additional perspectives on each other's reading.
- 7. Reflection and Discussion:** After the game, lead a discussion based on the feedback questions in the workbook, focusing on the strategies learners used to read faster while maintaining clarity and comprehension. Discuss the importance of finding a balance between reading speed and understanding.

Reader's Theatre

- 1) Group Formation:** Divide the class into small groups of 3-4 learners.
- 2) Select the Passage:** Choose a short passage from a book that contains both narration and dialogue. Learners can agree on an extract from one of their own book choices for their assessment.
- 3) Divide Roles:** Next, they decide who will be each character in the passage. They assign roles to different people, like assigning one person to be the main character and another to be a different character, and another to be the narrator.
- 4) Add Stage Directions:** They might also include stage directions, which are like notes that tell the actors what to do, like "walk to the door" or "whisper to the other character".
- 5) Practise Expression:** Learners practise reading their lines with expression, paying attention to how their character would say them. They might use different tones of voice or facial expressions to make it interesting.
- 6) Rehearse:** They rehearse their parts to make sure they sound clear and expressive. This helps them understand the text better. Give the groups

	<p>ample time to rehearse their passages. They should aim to bring out the personalities of the characters and emphasise the emotions in the dialogue.</p> <p>7) Performance: Have each group perform their passage as a reader's theatre piece in front of the class. Emphasise that they should use different voices and expressions for narration and dialogue.</p> <p>8) Feedback and Discussion: After each performance, open the floor for a brief discussion. Encourage the audience to provide constructive feedback, pointing out what they liked and areas for improvement.</p> <p>9) Reflection: Have each group reflect on their performance. What worked well? What could be improved? How did they decide on the style and delivery for their passage?</p> <p>10) Rotation: If time allows, you can rotate the groups to perform another passage. This way, learners get to experience different texts and characters.</p> <p>11) Wrap-up: Conclude the activity by discussing the importance of fluency, understanding the difference between narration and dialogue, and how the different styles and deliveries can enhance the reading experience.</p>
Additional Resources	
Notes	<p>We are aware that some learners, for a range of reasons, may find reading fluency a challenge. We aim to make our assessments accessible to all, so please be sure to look at our Equality, Diversity, Inclusion and Safeguarding page to find out more about the Reasonable Adjustments you can apply for and our Reasonable Adjustment Policy.</p> <p>If you would like to discuss individual cases with us in more detail, please contact product@esbuk.org.</p>