



Tutoring Tips

Reading Fluency

Fluent Readers – In order to understand what they read, students must be able to read with fluency. Fluent readers read with ease, accuracy and expression. Reading flows. It sounds smooth, with natural pauses. Fluent readers are able to focus their attention on understanding the text.

Non-fluent Readers – Non-fluent readers sound choppy, hesitant and lack accuracy. They read without expression: i.e. they do not change tone where appropriate. Because non-fluent readers focus much of their attention on figuring out words, they have less attention to focus on the author's intended meaning. This can lead to poor comprehension of the text.

How can tutors help students improve fluency?

- Repetition is key. Have students re-read books at their “success” or independent reading level.
- Have students work with individual sounds and word families (*e.g.* the "at" word family in words such as *c/at*, *h/at*).
- Have students work with sight words (*most frequently used words in children's books*).
 - Play a game of Memory. Make two of each word you want the student to practice so that the words can be matched up.
 - Play a game of Word Race. Write three to five sight words on the white board. Ask the student to circle (or erase) the correct word and then use the word in a sentence to get a point.
 - Play a game of Trace the Word. Write three sight words on the white board. Then ask the student to trace each word as you say the word out loud.
- Use shared reading.
 - Ask the student to pay attention to the way you read as you model fluent reading.
 - At a prearranged signal, ask the student to continue reading.



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Reading Fluency (cont'd)

- Use choral reading.
 - Choose a passage that works well for reading aloud.
 - Read the passage aloud and model fluent reading for the student (*e.g. how to pause between sentences; group words into phrases; pay attention to the punctuation marks*).
 - Ask the student to follow along with the text as you read.
 - Reread the passage and ask the student to read aloud in unison.
- Use echo reading.
 - The tutor reads a sentence with a certain emotion such as sadness or excitement, to emphasize expression and intonation as the student tracks the reading.
 - The student reads the same sentence modeling the tutor's example.
 - Echo reading can also be used in conjunction with *chunking*, where the tutor models for the students how to group words into phrases (*e.g. up the stairs*).
- Use Sentence Strips.
 - Write out a sentence on a long strip of paper (supplied to schools by ONE TO ONE).
 - The tutor or student bends the strip where they think the natural phrasing should be when the sentence is read aloud.
 - Take turns reading the sentence aloud. Play around with the sentence and experiment with what happens when the reader pauses in different places.
 - Discuss which way sounds better and why.