Six fluency routines

Short, often, with a text pupils can read accurately



Model it, and plan it aloud

5 minutes · Whole class

1. Read it aloud, well.
2. Think aloud: pauses and stress.
3. Mark it, then read it together.

"Listen to how my voice changes at the question mark."

Echo reading

5 to 10 minutes · Whole class, a group or one pupil

1. I read a line.
2. You echo it, copying my voice.
3. Point to the words as you go.

"My turn, your turn."

Choral reading

10 minutes · Whole class in two or three groups

1. Hear the whole text first.
2. Groups take their lines.
3. Read it as a class, then swap.

"Group A, your line. Everyone on the chorus."

Partner reading

10 minutes · Pairs

1. Take turns: a sentence or a page.
2. The listener follows the words.
3. Swap, and read it again.

"Reader, then listener. Then swap."

Repeated reading

10 minutes a day for a week · One pupil, pairs or a small group

1. Hear it read well first.
2. Read it, with one piece of feedback.
3. Re-read it every day this week.

"This time, make it sound as if you're telling me."

Reader's Theatre

Two or three sessions · Groups of two or three

1. Hear it, echo it, take a part.
2. Talk about it and mark it.
3. Rehearse, perform, reflect.

"What is this character feeling here? How would that sound?"

A week with one text

Monday: model it Tuesday: echo Wednesday: choral Thursday: partners Friday: perform

Not a race: "Urging pupils to read at speed will not increase their fluency." (DfE reading framework)