



# Mosman Park Primary School

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## Fluency Strategies

### Sight Words

Sight vocabulary refers to the list of words a reader recognises immediately without having to use word identification strategies. Recognition implies that readers can pronounce and understand the meaning of a word in the context in which it is used.

To support a student struggling with sight words (affecting the fluency of their reading), the student will need to repeatedly see and read words that they will need to know without sounding out. You could use the class list of spelling words (*Sound Waves* or similar). You should display these words somewhere in your house where your child will see them frequently. Each day, try getting them to read them. Some words can be easily sounded out, whilst others can't and just need to be recognised – you can talk to your child about this as a strategy for working words out. However, all common words will eventually need to be immediately recognised by your child. Here are a few ways to help.

- Word Walls can provide a space for recording any new words students are learning or have recently learnt. Write sight words onto paper or card and place them on a wall for your child to read aloud each day. You will need to support them in helping them see the patterns in the words initially.
- Printable sight words flash cards: you can use these to get your child to read words quickly as you show them each card. You can even time them to see how quickly they can read the words and compare to previous attempts.  
[http://www.schoolatoz.nsw.edu.au/detresources/flash\\_cards\\_GydsyYQNAo.pdf](http://www.schoolatoz.nsw.edu.au/detresources/flash_cards_GydsyYQNAo.pdf)
- Sight Word Bingo: place the words that they are working on into a bingo grid. Ensure you repeat some of the words so that your child will have to find multiple copies of the word when you play the game. As you call the words out, get your child to place a counter/marker on each word and call out bingo when they have completed the grid or made a row with their markers. This is best played with more than one player – you could join them.
- Memory: place sight word cards face down. Flip one over, say the words. Turn it back and flip another over. If it matches, say the words and keep both cards. Continue until all cards are gone. This can be played with a partner and the winner is the one with the most cards at the end.

they can read all the words. Do this for about a week or until the child is able to automatically read the words. If they are stuck on one or two, add these to the next lot of words to focus on.

- Repeated Reading – see additional page explaining this very useful strategy.

Many of these ideas come from *First Steps: Reading Resource Book*.



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### Repeated Reading

Repeated Reading is an excellent way to help a student improve their reading speed and accuracy. It is a reading of a familiar short text (approximately 150 words) which they can read with 95% accuracy. The readings are timed and recorded so that you and your child can plot their progress.

You can either:

- time them and count the number of words read in one minute, or
- give them a passage and time how long it takes them to read the passage.

Then take the number of errors away from the total. Keep a record so that your child can see the improvement over time.

You might like to follow this process:

1. Read the text aloud to your child as they follow along silently. This will help them hear the pronunciations, tone and appropriate pauses you make and identify any tricky words.
2. Re-read the passage, but encourage them to read along with you.
3. Re-read the passage, but lower your voice and only raise it when they get stuck.
4. Let them read the passage alone and time them, noting any errors.
5. Record their results.
6. Continue this process each night whenever possible.

Note: You might like to get the child familiar with the process before you start timing and recording. Also, for students with speech impediments, have them talk to you or read an extremely easy passage first. Time that and do not expect them to be able to read aloud faster than this.

For more information on the research behind this strategy see:

Council for Exceptional Children, the Division for Learning Disabilities (DLD) and the Division for Research (DR). [Fluency Instruction](#) (139KB PDF)\*.

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