

What you might see:

You might see a child who:

Reads slowly / hesitantly, losing track of meaning.

Relies heavily on sounding out or finger tracking.

Struggles to read unfamiliar words.

Ignores punctuation when reading aloud.

Lacks intonation or expression when reading.

Tires quickly when reading longer passages.

What you can try:

- Provide daily supported reading aloud in small groups or pairs.
- Use echo, choral or paired reading to model phrasing, expression, intonation, pace and volume.
- Use re-reading of familiar texts to build automaticity and confidence.
- Pre-teach key vocabulary before reading new texts.
- Provide high-interest, decodable texts matched to pupils' reading level.
- Use audiobooks or text-to-speech tools to model fluent reading.
- Provide individual or small-group support focused on accuracy, rate and confidence.
- Provide targeted practice to develop automatic word recognition and prosody.
- Use short, frequent intervention sessions to strengthen fluency over time.