

# Fluency Routines in Year 2

Fluency is the ability to read a text accurately, quickly, and with expression (Reading Rockets, 2025). Reading fluency is defined as having three of the following components:

- **Accuracy** - sounding out words with minimal errors
- **Rate** - effortless and automatic recognition of a word
- **Prosody** - using appropriate rhythm, tone, pitch, pauses and stresses while reading. (Effective teaching of reading, 2023).

Below are some examples of how Year 2's do their Fluency Routines in the classroom.

## 2A Paired-Partner Reading

Miss Ganzon begins by modelling fluent reading, focusing on students identified needs (e.g. correct speed, expression or punctuation to read more fluently). Students are paired with a partner (Partner A or B) and sit in the same spot to ensure a tight routine. Each partner is given a minute to read, track along and provide feedback to each other.

Students are successful at reading fluency when they can:

- *recognise most words in a text*
- *segment and blend sounds to read unfamiliar words*
- *read most tricky words*
- *use punctuation*
- *self-correct, re-read or read back when reading doesn't make sense.*



Harmony & Matari are Paired Partners in 2A.

## 2B - Choral and Echo Reading

Ms Kara begins by modelling how to read the chosen passage aloud, using fluent expression and a pointer to track each word while students follow along with their eyes. She demonstrates how a good reader approaches unfamiliar words and explains the importance of tracking to ensure accuracy. Next, she leads the class in echo reading, where she reads one sentence and the students repeat it together, focusing on clear pronunciation and accuracy. Finally, the class moves into choral reading, with all students reading aloud in unison with Ms Kara, concentrating on fluency, expression, and keeping in time with her voice.



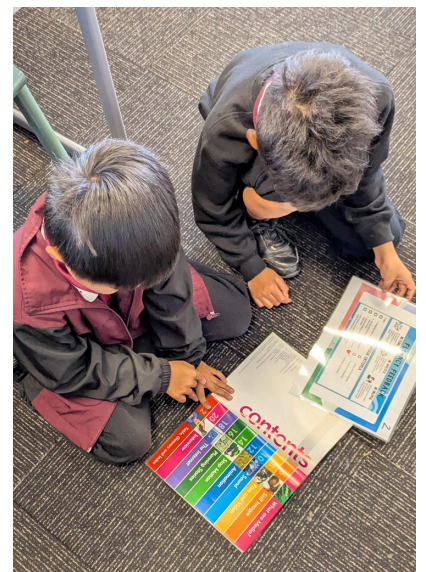
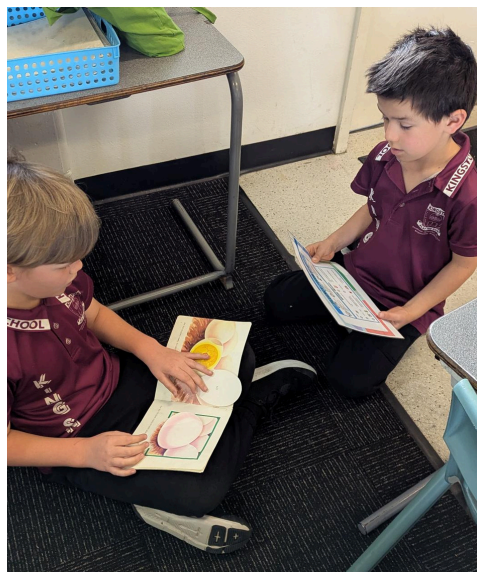
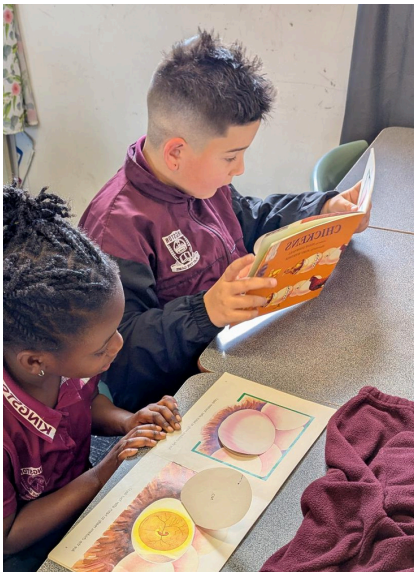
Choral and Echo Reading in 2B.

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## Building Reading Fluency in 2C: The Power of Prosody

Mr Hawkins class have been focusing on an important aspect of reading fluency called prosody—how a reader uses their voice to bring meaning to a text. This includes emphasizing certain words or phrases, changing tone, and adjusting pace. All of these vocal elements help a listener better understand and stay engaged with what's being read.

Fluent readers make their reading sound like natural speech, which supports comprehension and makes reading more enjoyable. Students regularly practice reading and re-reading texts until their delivery sounds smooth and expressive—just like someone speaking. During our fluency sessions, students read at their independent reading level with a partner. One student reads while the other listens closely, offering feedback on pace, expression, and tone. Then, they switch roles.



“The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.”  
Dr Seuss

