

# Welcome to FluentZoo...

FluentZoo

Reading Fluency?  
Time for FluentZoo

## What is FluentZoo?

FluentZoo is a reading resource designed to help every child become a fluent reader.

At the heart of FluentZoo are 40 text-based teaching sessions built around modelled reading, echo reading, paired reading, choral reading and reader's theatre with plenty of opportunities for repeated reading.


Each 20 to 30-minute FluentZoo session is fully resourced with a teaching presentation (with helpful supporting notes) and a motivating text ready for a busy teacher to pick up and use right away.



FluentZoo sessions are organised into four stages with aspects of fluency interleaved so children return to them frequently.

## FluentZoo

Stage 2 Session 5



**Fluency focus:** reading poetry fluently, focusing on performance  
**Text:** 'Onomatopoeia' (nonsense poem to perform)  
**Key strategies:** teacher modelled reading, choral reading and reader's theatre

FluentZoo

The text-based sessions feature a range of poems, playscripts and short stories.

There are also 135 shorter fluency sessions to extend and support the text-based sessions, each focused on a specific aspect of reading fluency. These short, lively sessions give children the chance to have fun while they read.

FluentZoo Stage 1 Overview of Sessions			
Session	Text	Fluency Focus	Key strategies
1	Tom's New Ball (story to be read to younger children)	Introduction to reading fluency, focusing on expressive reading and prosody	Teacher modelled reading Echo reading Paired reading
2	Short texts and exercises	Using clues in a text to bring it to life	Teacher modelled reading Echo reading
3	A Day at the Beach (short playscript)	Reading with expression to reflect a character's feelings	Teacher modelled reading Echo reading Paired reading
4	It Wasn't Me! (poem)	Emphasising particular words to reflect meaning	Teacher modelled reading Echo reading Reader's theatre
5	The Rocket (short poem to perform)	Reading poetry fluently, focusing on performance	Teacher modelled reading Echo reading Choral reading
6	Animals on the Move (poem for two voices)	Reading with expression when performing	Teacher modelled reading Echo reading Paired reading
7	The Balloon (very short story)	Building atmosphere and excitement when reading	Teacher modelled reading Echo reading Paired reading
8	Fairytale News (playscript of news broadcast)	Controlling tone to reflect different parts of a text	Teacher modelled reading Echo reading Reader's theatre
9	What Shall We Do Today? (poem for two voices)	Reading with expression when performing	Teacher modelled reading Echo reading Paired reading
10	I'm Not Afraid! (poem)	Capturing emotion when reading	Teacher modelled reading Echo reading Reader's theatre

## How are the text-based teaching sessions structured?

Each text-based session follows the same structure, with responsibility slowly being released from the teacher to the children over the course of the session.

All of the FluentZoo sessions include plenty of opportunities for the repeated reading of a text, one of the simplest and best ways to build children's automaticity, expression and confidence.

First, children will have a chance to think about the **fluency focus** for the session. They'll think and talk together about the concept using either an introductory activity or the text they'll use in the session.

---

Next, children will listen to the teacher perform a **modelled read**, which lets them hear how an experienced reader brings a text to life, conveying the meaning of the words.


---

Then they will take part in some **echo reading**, helping to create a bridge between listening and reading themselves.


In **echo reading**, the teacher reads a passage first, and then the children read it back, trying to match the way the teacher read it.

**Echo reading** provides the class with immediate feedback on their fluency and allows them to practise matching the prosody and expression of the model reader, helping to improve their own reading.

In today's session, we'll be taking part in some **choral reading**. The text is a poem called 'Onomatopoeia'. **Onomatopoeia** is when words resemble the sound or action they describe.



Words like **pop** and **bang** are example of onomatopoeia. Can you think of any others?




Listen to the first stanza of the poem being read out loud.

- How important is the rhythm and rhyme in this poem?
- How does the reader reflect the different words when they read them aloud?

**Onomatopoeia**

**Fizz pop whizz bang,**  
**Crunch toot splosh clang,**  
**Plink plonk plunk ping,**  
**Thud flap flick ding.**




Now, let's **echo read** the first two stanzas one line at a time, trying to copy the reader as closely as possible.

**Onomatopoeia**

**Fizz pop whizz bang,**  
**Crunch toot splosh clang,**  
**Plink plonk plunk ping,**  
**Thud flap flick ding.**

**Thud thunk crunch tap,**  
**Hoot patter thwack zap,**  
**Crash creak squish boom,**  
**Squawk squelch swish zoom.**



Finally, there'll be the chance for children to read the text themselves.

This is always a collaborative activity, reading with a partner, a small group or the whole class.

The activities are:

**Paired reading-** Paired reading involves children reading aloud to each other in pairs, taking turns as the reader and the listener. As the children take on the roles of both reader and listener, they receive immediate feedback on their fluency, expression, and comprehension from their partner.

Paired reading promotes fluency by providing children with regular opportunities to practise reading aloud in a supportive and interactive environment, while also fostering peer collaboration and communication skills.

**Choral reading-** Choral reading involves the whole group reading a text aloud together in unison. Choral reading promotes fluency by providing children with the opportunity to practise reading aloud in a supportive group setting. It helps children develop reading smoothly and with expression, while also building a sense of teamwork.

**Reader's theatre-** Reader's theatre involves children preparing texts to read aloud and then performing them. Through reader's theatre, children have the opportunity to practise reading with expression, intonation, and appropriate pacing, especially as they assume different character roles.

As well as the reading itself, the value of reader's theatre lies in the discussion and thinking that happens first.

Now, we're going to read the poem as a **chorus**, all reading at the same time.



Good **choral reading** takes team work! To make it effective, we need to think about:

- **Reading together as a group-** all starting, finishing, and saying each word together
- **Speaking at the same volume-** no very loud or very quiet voices
- **Using expression in our voices-** and trying to put emphasis in the same places
- **Clear pronunciation-** it can be hard to hear the individual words when lots of people are speaking so we need to speak as clearly as we can

What else might we need to think about?

Next, we can **choral read** the poem together as a group several times.



Onomatopoeia

Fizz pop whizz bang,  
Crunch toot splosh clang,  
Plink plonk plunk ping,  
Thud flap flick ding.  
  
Thud thunk crunch tap,  
Hoot patter thwack zap,  
Crash creak squish boom,  
Squawk squelch swish zoom.

Scratch scrunch hiss shush,  
Buzz splash vroom whoosh,  
Sizzle splat hum roar,  
Rattle whomp whirr snore.

Slap slurp snap sniff,  
Beep bump bop biff,  
Clang clap clash clop,  
Okay, time to stop!

Jamie Clements

## FluentZoo shorter

Working with a partner, take it in turns to read each line of speech below out loud.

Try to read each in the way that the character might speak, using the text to help you.

Remember, there are lots of different ways the characters might say the words. You can try out a few different ones!

**"It wasn't us!" giggled the children.**

**"Why is it always me?" whined the footballer.**

**"Nobody move a muscle!" bellowed the guard.**



## FluentZoo shorter

Listen to the teacher read this tongue-twister out loud and then try reading it yourself.

Can you say it quickly five times in a row without mixing up the words?

Practise with a partner, taking it in turns to listen to each other.

**Scissors sizzle, thistles**

**fizzle, then scissors**

**fizzle and thistles sizzle.**

Which bits are especially tricky?  
Can you get faster as you get used to the words?



## How do the fluentZoo shorter sessions work?

As well as the text-based sessions, there are 135 shorter sessions, created to extend and support the text-based sessions.

These short, interactive, joyful reading sessions give children the chance to practise key aspects of fluency such as:

- reading words and phrases quickly and accurately at a glance
- reading clearly with confidence
- adding emphasis to reflect the meaning of a text
- capturing the mood and tone of a text
- reading with feeling and emotion
- reading in character
- using punctuation and other clues in a text
- decoding complicated, multi-syllabic words



## FluentZoo

### Overview of FluentZoo Shorter Sessions

There are nine different types of **FluentZoo shorter sessions**, each created to extend and support the aspects of fluency covered in the 40 longer text-based sessions.

These short, interactive, joyful reading sessions give children the chance to develop their reading fluency, helping them to become keen, confident, lifelong readers.



You can find out more about the different FluentZoo shorter sessions [here](#)

## How do schools use FluentZoo?

Every school is different so FluentZoo has been designed to be used flexibly to fit with a school's existing reading curriculum.

Some schools choose to use FluentZoo as part of their usual whole-class or small-group reading planning, with a fluency session once per week for a term.

Other schools choose to block their fluency sessions together, organising two or three fluency sessions each week at the start of the year, and then using the ideas and concepts children have learnt through the rest of the year's reading lessons.





## How do the FluentZoo levels work?

FluentZoo is organised across four stages, with each stage offering a growing level of challenge:

**Stage 1** sessions are short and teacher-led, using interesting and motivating texts that no-one in the class should find too tricky, allowing them to concentrate on *how* they read, rather than decoding the words.

**Stage 2** sessions build on what children have learnt at Stage 1, working with the teacher to read slightly longer, more-complicated texts and a wider range of reading challenges.

**Stage 3** of FluentZoo introduces children to longer texts by a range of different authors, written in different styles and for different purposes, supporting their growing fluency as well as their comprehension.

**Stage 4** sessions are designed to introduce children to more challenging texts to read aloud, including literary heritage texts that feature archaic language. The presentations have been designed to appeal to older children, too (which means the animals from FluentZoo only appear very occasionally...).

Some schools choose to use one stage each year (between Year 2/P3 and Year 5/P6 or Year 3/P4 and Year 6/P7, for example), while others use them over a shorter timescale (condensing them into Years 3 and 4, for example).

## How do schools use the FluentZoo shorter sessions?

Schools use FluentZoo shorter sessions in three key ways:

1. As **warm-ups** before the longer, text-based sessions. For example, one teacher used an Adverbs for Speech session to encourage children to think about giving characters different voices, as well as giving the children the confidence to read in different voices in front of the children in their group. Used back-to-back, a shorter session and a longer text-based session made a perfect 30-minute whole-class reading lesson.
2. As **carefully-planned discrete sessions** interleaved between the longer text-based sessions so key knowledge and skills remain fresh. For example, one primary school's reading leader mapped several Moving the Emphasis sessions to follow a text-based session looking at emphasis. The children did one session the next day, another three days later and a third at the end of the next week to help the concept to stick in their long-term memory.
3. **Just for fun!** In several schools, if there was some spare time in the day because of a cancelled assembly or wet breaktime the children would ask for a quick game of Dinosaur or Fungi? or to roll the dice in Situational Expressions. This gave some valuable practice building reading fluency, as well as being an enjoyable way to spend time with friends.

