

HIAS OPEN RESOURCE

Echo reading and choral reading to build fluency

Supporting all readers in secondary schools

Joanna Kenyon
May 2025
Final version

Overview

This document contains...

Slides that could be used as part of a CPD sequence for teachers in school, supporting understanding of reading in secondary schools

Points to consider when using this resource

The resources in this series are intended as a companion piece to the DfE's series of training videos and guidance [*Supporting all readers in secondary school*](#), providing additional detail. This resource expands on ideas shared in video 9, [Reading in lessons](#) and provides links to research.

Echo reading and choral reading

- Echo reading can be done chorally or individually
- The aim of echo reading is for the students to mimic the teacher's expressive and fluent reading of the text so that they become familiar with what fluency sounds like in their own voices
- Emphasising prosody (expressive reading) to bring out the meaning of the text ensures that students engage with the meaning of the words rather than merely decoding
- Fluency in reading provides a bridge from decoding to comprehension

Choral reading

- Makes reading social
 - Stronger readers support struggling readers
 - Builds smoothness and automaticity
 - Reduces self-consciousness
-
- Choose texts that *lend* themselves to choral reading

Identify a fluency focus

- Be explicit about what you will focus on in the echo reading or choral reading:
 - expressive reading, focusing on emphasis, tone and volume to bring out the meaning of the text
 - pace of reading, focusing on where to speed up and where to slow down
 - smoothness of reading, focusing on familiarity with words and phrases, aiming for a smooth read through without hesitations or stumbles
 - phrasing, focusing on where to pause in order to ensure that the chunks of meaning are clear

Echo Reading

Model

- I read

Repeat

- You read

Model

- I read again

Echo reading

Establishing conditions for success

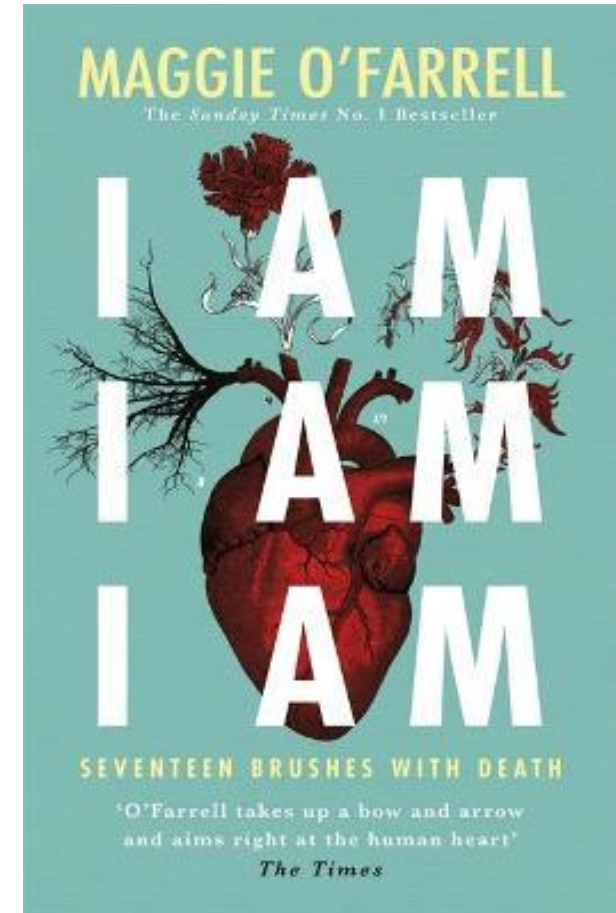
- All students have a copy of the text
- Start reading the text straight away with the group – NO warm-ups / hooks / vocabulary work etc
- Students' body language is established as eyes down – not looking around the room
- Students should track with finger / ruler and eyes
- Every student **reading** every time (not learning by heart)
- Keep a quick pace – don't stop for discussions
- Avoid distraction of highlighters
- The students do lots of reading – they should be tired by the end
- Model → read – reread – repeat – read – repeat – re read etc.

ALL STUDENTS SHOULD FEEL SUCCESSFUL

Spine, Legs, Abdomen, Pelvis

As a child, I was an escapologist, a bolter. I ran, scarpered, dashed off, legged it whenever I had the chance. I hated to be held by the hand, to be restrained, tethered, expected to walk in an orderly fashion. I used to squirm free, twist away. I wanted nothing more than to be on the move, air rushing around me, in flight, the street or the garden or the park or the field reeling past. I wanted to know, wanted to see, what was around the next corner, beyond the bend. I still do.

Maggie O'Farrell



Echo reading with a focus on emphasis

T: As a child, I was an **escapologist**, a **bolter**. (*Echo my reading aloud*)

C: As a child, I was an **escapologist**, a **bolter**.

T: I **ran**, **scarpered**, **dashed** off, **legged** it

C: I **ran**, **scarpered**, **dashed** off, **legged** it

T: **whenever** I had the chance.

C: **whenever** I had the **chance**.

T: (*Great attempt, listen again*) **whenever** I had the chance.

C: **whenever** I had the **chance**.

T: I **ran**, **scarpered**, **dashed** off, **legged** it **whenever** I had the chance.

C: I **ran**, **scarpered**, **dashed** off, **legged** it **whenever** I had the chance.

T: As a child, I was an **escapologist**, a **bolter**. I **ran**, **scarpered**, **dashed** off, **legged** it **whenever** I had the chance.

C: As a child, I was an **escapologist**, a **bolter**. I **ran**, **scarpered**, **dashed** off, **legged** it **whenever** I had the chance.

HIAS English Team

Please contact Joanna Kenyon Joanna.Kenyon@hants.gov.uk for support with secondary reading, whole school literacy and English.

For further details on the full range of services available please contact us using the following email: htlcdev@hants.gov.uk

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