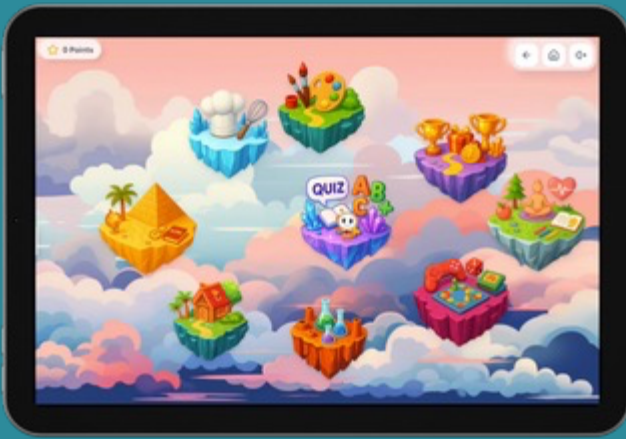


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Reading with Rhythm Year 2

Table of Contents	
Presentation: Reading with Rhythm Year 2	
Classroom Display: Reading with Rhythm	
Game: Read It Like This!	
Game: Rhythm Reader Trail	
Worksheet 1: Pause Detective	
Worksheet 2: Phrase Scoop	
Worksheet 3: Expression Match	
Worksheet 4: Pace Patrol	
Worksheet 5: Fluency Coach	
Quiz: Reading with Rhythm Year 2	
Assessment: Reading Rhythm Check	
Rubric: Reading with Rhythm Year 2 Rubric	



Reading with Rhythm

Fluency makes reading sound smooth,
clear and meaningful.

1.

Pause

- Stop at full stops.
- Take a short breath at commas.
- Let question marks lift your voice.

2.

Phrase

- Read words in meaning groups.
- Scoop words together.
- Avoid robot reading.

The dog

ran fast

to the park.

3.

Pace

- Not too fast.
- Not too slow.
- Keep a steady flow.



4.

Express

- Match your voice to the feeling.
- Stress important words.
- Change tone for characters.



I read it. I hear it. I make it make sense.



Read It Like This!

An expression game for fluent reading



How to play:

- 1 Pick one tone card and one sentence strip.
- 2 Read the sentence aloud in that tone.
- 3 Your partner guesses the tone.
- 4 Swap roles and give kind feedback.

Partner feedback:

- I heard your feeling.
- Your voice matched the words.
- Try changing your tone even more.



Tone Cards:

✂ Cut apart the cards.



happy



worried



proud



sleepy



brave



confused



excited



shy



annoyed



surprised

Sentence Strips:

✂ Cut apart the strips.

I found a tiny door under the tree.

Please pass me the blue pencil.

The sky turned dark before lunch.

Can we try that one more time?

This is the best idea I have heard today.

I cannot find my shoe anywhere.

My puppy is running straight towards me.

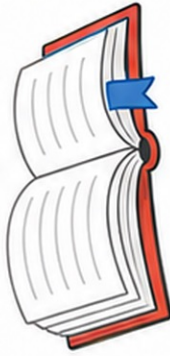
I hope today is a good day.





Rhythm

Reader Trail



Practise pausing, phrasing, pace and expression.

You need: counter, dice, fluency cards

How to play:

- 1 Roll and move.
- 2 Read a sentence card aloud.
- 3 Name the fluency skill you used.
- 4 If your partner agrees, stay on the space.



Roll and move!



Players —



Sentence cards:

The little boat rocked on the quiet lake.

After the bell rang, we packed our bags.

Why is the puppy hiding under the chair?

I found the most amazing shell at the beach!

Pause Detective

Name: _____

Date: _____

Read each sentence. Add a slash / where your voice should pause. Then circle the punctuation mark that helps you.



Pause clues:

• full stop = stop

, comma = short pause

? question mark = lift your voice

! exclamation mark = show feeling

① When the bell rang we lined up at the door.

• , ? !

② I packed my hat lunchbox and drink bottle.

• , ? !

③ Why is the rabbit hiding under the bench?

• , ? !

④ The kite went up up and away!

• , ? !

⑤ After the rain stopped the oval was muddy.

• , ? !

⑥ Mia whispered please be quiet.

• , ? !



Challenge: Read sentence 5 to a partner. Tick the best feedback.

☐

I paused in the right place.

☐

I read every word smoothly.

☐

I used a clear voice.



Pause Detective

Name: **ANSWERS**

Date: _____

Read each sentence. Add a slash / where your voice should pause. Then circle the punctuation mark that helps you.



Pause clues:

• full stop = stop

? question mark = lift your voice

, comma = short pause

! exclamation mark = show feeling

① When the bell rang / we lined up at the door.

• , ? !

② I packed my hat / lunchbox / and drink bottle.

• , ? !

③ Why is the rabbit / hiding under the bench?

• , ? !

④ The kite went up / up / and away!

• , ? !

⑤ After the rain stopped / the oval was muddy.

• , ? !

⑥ Mia whispered / please be quiet.

• , ? !



Challenge: Read sentence 5 to a partner. Tick the best feedback.



I paused in the right place.



I read every word smoothly.



I used a clear voice.





Phrase Scoop



Name: _____

Date: _____

Fluent readers group words that belong **together**.
Draw scoop lines under each phrase.
Then read each sentence aloud.



Example:

The small bird / sat on the fence.

Try it:

- ① The sleepy dog curled up by the fire.
- ② At the park we saw three bright kites.
- ③ My friend and I built a tall tower.
- ④ After lunch the class read quietly.
- ⑤ The red bus stopped near the school gate.
- ⑥ On Saturday morning Sam visited his cousin.

Partner check:

☐

My phrases
made sense.

☐

I did not
read like a robot.

☐

My reading sounded smooth.

Write one sentence of your own. Add phrase scoops.





Phrase Scoop



Name: ANSWERS

Date: _____

Fluent readers group words that belong together.
Draw scoop lines under each phrase.
Then read each sentence aloud.



Example:

The small bird / sat on the fence.

Try it:

1

The sleepy dog / curled up / by the fire.

2

At the park / we saw / three bright kites.

3

My friend and I / built / a tall tower.

4

After lunch / the class / read quietly.

5

The red bus / stopped / near the school gate.

6

On Saturday morning / Sam visited / his cousin.

Partner check:



My phrases
made sense.



I did not
read like a robot.



My reading sounded smooth.

Write one sentence of your own. Add phrase scoops.

Answers will vary. Check for meaningful groups.





Expression Match



Name: _____

Date: _____

Choose the voice feeling that best matches **each** sentence.
Write the word on the line. Then read **three** sentences
aloud to a partner.

Voice bank:	happy	worried	excited	tired
	proud	confused	surprised	calm

① I finally tied my shoelaces by myself!	_____
② Where did everybody go?	_____
③ The baby is sleeping, so speak softly .	_____
④ I cannot believe we won the game!	_____
⑤ I looked everywhere , but my hat is missing.	_____
⑥ I worked so hard on this picture.	_____
⑦ I do not understand these clues yet.	_____
⑧ We walked slowly home after a long day.	_____

Partner read-aloud check:

- ☐ My voice matched the feeling.
- ☐ I changed my tone.
- ☐ I read smoothly.





Expression Match



Name: ANSWERS

Date: _____

Choose the voice feeling that best matches each sentence.
Write the word on the line. Then read three sentences
aloud to a partner.

Voice bank:	happy	worried	excited	tired
	proud	confused	surprised	calm

① I finally tied my shoelaces by myself!	<u>proud</u>
② Where did everybody go?	<u>surprised</u>
③ The baby is sleeping, so speak softly.	<u>calm</u>
④ I cannot believe we won the game!	<u>excited</u>
⑤ I looked everywhere, but my hat is missing.	<u>worried</u>
⑥ I worked so hard on this picture.	<u>happy</u>
⑦ I do not understand these clues yet.	<u>confused</u>
⑧ We walked slowly home after a long day.	<u>tired</u>

Partner read-aloud check:

- ☒ My voice matched the feeling.
- ☒ I changed my tone.
- ☒ I read smoothly.





Pace Patrol



Name: _____

Date: _____

Good readers change pace so the meaning is clear.

Tick the best pace for each sentence. Then write the clue word or punctuation mark.

Pace guide:

slow | steady | quick

Sentence	Best pace	Clue
① Stop! The ball is rolling onto the road!	☐ slow ☐ steady ☐ quick	_____
② The clouds drifted across the quiet sky.	☐ slow ☐ steady ☐ quick	_____
③ We packed our bags and walked to the bus.	☐ slow ☐ steady ☐ quick	_____
④ Hurry, the train is about to leave!	☐ slow ☐ steady ☐ quick	_____
⑤ The old turtle rested beside the pond.	☐ slow ☐ steady ☐ quick	_____
⑥ Can you help me find the library book?	☐ slow ☐ steady ☐ quick	_____

Read aloud reflection:

One sentence I read well was number _____ because _____.



Pace Patrol



Name: _____

Date: _____

Good readers change pace so the meaning is clear.

Tick the best pace for each sentence. Then write the clue word or punctuation mark.

Pace guide:

slow | steady | quick

Sentence	Best pace	Clue
① Stop! The ball is rolling onto the road!	☐ slow ☐ steady ☒ quick	<u>Stop! or !</u>
② The clouds drifted across the quiet sky.	☒ slow ☐ steady ☐ quick	<u>quiet or drifted</u>
③ We packed our bags and walked to the bus.	☐ slow ☒ steady ☐ quick	<u>packed and walked</u>
④ Hurry, the train is about to leave!	☐ slow ☐ steady ☒ quick	<u>Hurry or !</u>
⑤ The old turtle rested beside the pond.	☒ slow ☐ steady ☐ quick	<u>old turtle or rested</u>
⑥ Can you help me find the library book?	☐ slow ☒ steady ☐ quick	<u>?</u>

Read aloud reflection:

One sentence I read well was number 4 because my quick pace matched the hurry.



Fluency Coach



Name: _____

Date: _____

Read the passage aloud twice. On the second read, use pausing, phrasing, pace and expression.

Passage: The Secret Note

Lina found a folded note under her desk. It said, "Look near the library window." She walked quietly across the room and peeked behind the curtain. There was a small paper star with her name on it. "Surprise!" whispered her friends. Lina smiled. They had made a kindness badge just for her.



Before I read, I will remember to:

- ☐ pause at punctuation
- ☐ group words into phrases
- ☐ keep a steady pace
- ☐ match my voice to the feeling



After reading, tick your best evidence:

- ☐ I sounded smooth.
- ☐ I made the surprise sound exciting.
- ☐ I slowed down for quiet parts.
- ☐ My partner understood the passage.



My strongest fluency skill today was _____.

Next time I will improve _____.





Fluency Coach



Name: ANSWERS

Date: _____

Read the passage aloud twice. On the second read, use pausing, phrasing, pace and expression.

Passage: The Secret Note

Lina found a folded note under her desk. It said, "Look near the library window." She walked quietly across the room and peeked behind the curtain. There was a small paper star with her name on it. "Surprise!" whispered her friends. Lina smiled. They had made a kindness badge just for her.



Before I read, I will remember to:

- ☒ pause at punctuation
- ☒ group words into phrases
- ☒ keep a steady pace
- ☒ match my voice to the feeling



After reading, tick your best evidence:

- ☒ I sounded smooth.
- ☒ I made the surprise sound exciting.
- ☒ I slowed down for quiet parts.
- ☒ My partner understood the passage.



My strongest fluency skill today was expression, because I made "Surprise!" sound exciting.

Next time I will improve phrasing by grouping words before I read.

Reading Rhythm Check



Name: _____

Date: _____

- ① Read the passage silently. Add pause slashes / and circle two words you will stress.

The Windy Walk

Nora and Ben walked home as dark clouds rolled across the sky. A cold wind pushed leaves along the footpath. "Hurry!" called Ben. Nora held her hat with both hands and laughed. When they reached the gate, the first fat raindrops began to fall.

- ② Read the passage aloud to your teacher or partner. Use your markings.

- ③ Tick the fluency choices you used.

- ☐ I paused at punctuation.
- ☐ I grouped words into phrases.
- ☐ I kept a suitable pace.
- ☐ I used expression for the words.



- ④ Write one sentence about how your voice helped the meaning.

Teacher observation:

Pausing:	☐ beginning	☐ developing	☐ secure
Phrasing:	☐ beginning	☐ developing	☐ secure
Pace:	☐ beginning	☐ developing	☐ secure
Expression:	☐ beginning	☐ developing	☐ secure

Comments: _____

Reading Rhythm Check



Name: ANSWERS

Date: _____

- ① Read the passage silently. Add pause slashes / and circle two words you will stress.

The Windy Walk

Nora and Ben walked home / as dark clouds rolled
across the sky. / A cold wind pushed leaves / along the
footpath. / "Hurry!" called Ben. / Nora held her hat
with both hands / and laughed. / When they reached the
gate, / the first fat raindrops began to fall.

- ② Read the passage aloud to your teacher or partner. Use your markings.

- ③ Tick the fluency choices you used.

- ☒ I paused at punctuation.
- ☒ I grouped words into phrases.
- ☒ I kept a suitable pace.
- ☒ I used expression for the words.



- ④ Write one sentence about how your voice helped the meaning.

My voice became quicker on "Hurry!" and slower
at the end when the rain began.

Teacher observation:

Pausing:	☐ beginning	☐ developing	☒ secure
Phrasing:	☐ beginning	☐ developing	☒ secure
Pace:	☐ beginning	☐ developing	☒ secure
Expression:	☐ beginning	☐ developing	☒ secure

Comments: _____



Reading with Rhythm Year 2 Rubric

Oral reading fluency: pausing, phrasing, pace and expression



Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Pausing:	Rarely notices punctuation.	Pauses at some full stops.	Pauses at full stops, commas and questions.	Uses pauses to make meaning clear.	Pauses naturally and adjusts for the listener.
Phrasing:	Reads word by word.	Groups a few familiar words.	Groups words into meaningful phrases.	Phrasing sounds smooth and purposeful.	Phrasing supports meaning across the whole text.
Pace:	Pace is too fast or too slow.	Pace is sometimes suitable.	Keeps a steady, suitable pace.	Changes pace to match the text.	Controls pace for effect and clarity.
Expression:	Voice sounds flat or unclear.	Uses expression in a few places.	Matches voice to punctuation and feeling.	Uses tone and stress to show meaning.	Expression engages the listener throughout.
Reflection:	Needs help to name a fluency skill.	Names one skill with support.	Describes one skill used while reading.	Explains how a skill helped meaning.	Gives thoughtful feedback and next steps.

Reading with Rhythm

Year 2





What Is Fluency?

Fluent reading sounds smooth, clear and confident.
The listener can understand the meaning.





Reading With Rhythm

Rhythm is how your voice moves through the text.
It includes pausing, phrasing, pace and expression.





Pause At Punctuation

Full stops tell us to stop.

Commas tell us to take a short pause.

Question marks lift our voice.





Phrase The Words

Do not read one word at a time.

Group words that belong together so the sentence makes sense.





Keep A Suitable Pace

Not too fast. Not too slow.

A steady pace helps every word stay clear.





Change Your Expression

Match your voice to the feeling.

Use tone, volume and stress to show meaning.





Stress Important Words

Some words carry the meaning.
Make those words stand out when you read aloud.





Try A Sentence

The little boat rocked on the quiet lake.

Where would you pause?

Which words belong together?





Use Character Voice

Characters do not all sound the same.
Think about how the character feels before you read.





Partner Feedback

Tell your partner one thing they did well.
Then suggest one fluency skill to practise.





Fluency Checklist

Did I pause at punctuation?

Did I group words into phrases?

Did I use pace and expression?





Practise And Improve

Read once to understand.

Read again to make it smooth.

Read a third time with expression.





Your Turn

Choose a short text.

Mark pauses and phrase groups.

Read it aloud with rhythm.





Well Done!



Reading with Rhythm

Quiz

Year 2



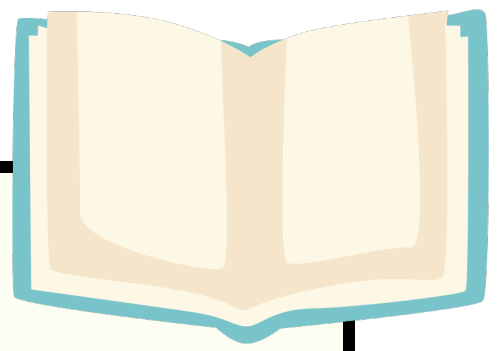


Question 1

What does fluent reading sound like?

- A. smooth and clear
- B. rushed and mumbled
- C. word by word
- D. silent





Answer 1

A. smooth and clear



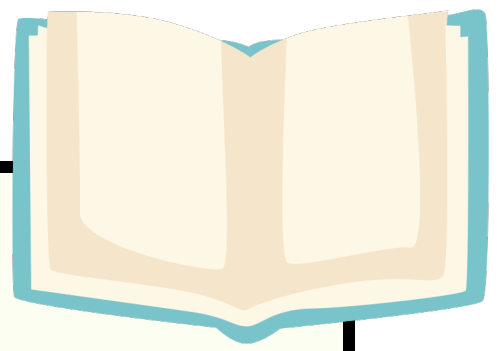


Question 2

True or false?

A comma usually tells your voice to take a short pause.





Answer 2

True.





Question 3

Name one fluency skill from this unit.





Answer 3

Sample answers:

pausing, phrasing, pace or expression.



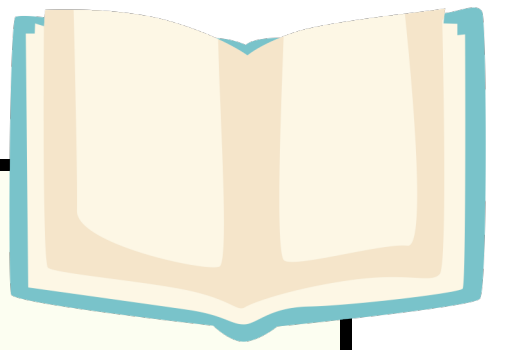


Question 4

Which sentence should use an excited voice?

- A. The room was quiet.
- B. We won the game!
- C. I tied my shoes.
- D. The book is on the shelf.





Answer 4

B. We won the game!





Question 5

Where should the pause go?

After the rain stopped the sun came out.

- A. After the
- B. After the rain stopped
- C. stopped the sun
- D. no pause





Answer 5

B. After the rain stopped





Question 6

True or false?

Good phrasing means reading every word separately.





Answer 6

False.

Good phrasing groups words that belong together.





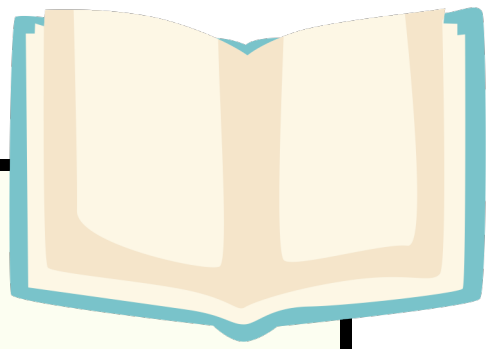
Question 7

Which pace best matches this sentence?

The old turtle rested beside the pond.

- A. quick
- B. very loud
- C. slow
- D. shouting





Answer 7

C. slow





Question 8

What does a question mark tell your voice to do?





Answer 8

It tells your voice to ask a question, often with a lift at the end.



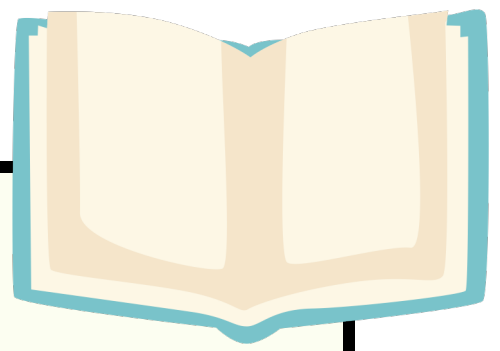


Question 9

Which feedback is most helpful?

- A. Read faster every time.
- B. Try pausing at the full stops.
- C. Skip the hard words.
- D. Do not use expression.

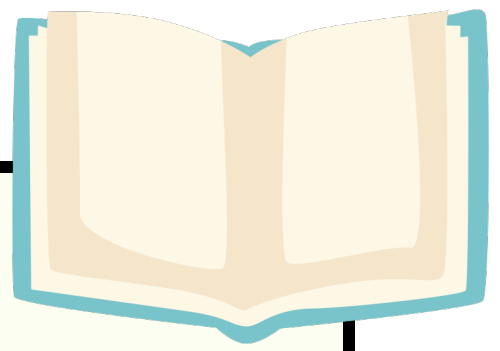




Answer 9

B. Try pausing at the full stops.



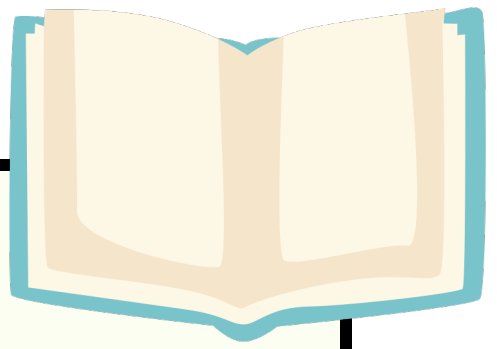


Question 10

True or false?

Expression helps the listener understand the feeling in a text.





Answer 10

True.





Well Done!

