

LESSON PLAN: Improving Reading Fluency and Spelling Accuracy

(30 minutes – Intermediate – Reading Fluency & Spelling Accuracy)

ADMINISTRATIVE DETAILS

Teacher	David Grant
Date	3/11/2025
Unit / Topic	Improving Reading Fluency and Spelling Accuracy
Lesson Title	Reading for Main Ideas & Spelling High-Frequency Vocabulary
Level	Intermediate (CEFR B1 / AMEP Level 2–3)
Class Duration	30 minutes
Class Size	15
Lesson Type	Reading, Pronunciation Awareness, Spelling
Room / Equipment	Whiteboard, markers, projector, printed text, worksheets

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Reading Outcomes

1. Apply skimming and scanning techniques to identify the main idea and locate specific information.

2. Deduce meaning of unfamiliar words using context clues.
3. Read a short text with improved fluency, rhythm, and pausing.

Spelling Outcomes

4. Spell 5–7 high-frequency or topic-specific vocabulary items from the text.
5. Recognise common spelling patterns (e.g., silent “e”, suffixes such as *-ible*, *-tion*).
6. Apply spelling knowledge in controlled and semi-controlled practice activities.

LESSON PROCEDURE

Stage	Timing	Learning Focus	Teacher Activity	Student Activity	Materials / Resource (Name + Source)
1. Warm-up: Predicting Topic from Keywords	5 mins	Activate schema; introduce vocabulary	Write 3–4 key words from the text on the board (e.g. <i>stimulates</i> , <i>comprehension</i> , <i>accessible</i>). Ask: “What do these words have in common?” Guide students to predict topic.	In pairs, students discuss predictions; contribute to whole-class guesses.	"Vocabulary Starter Cards – Discussion Warm-Ups" (AMES Adult Learning Centre, Teacher Resource Folder)
2. Pre-Reading: Purposeful Reading	2 mins	Set reading purpose; orient to main idea	Introduce text title; provide 1–2 guiding questions to focus skimming.	Read questions and prepare to read with a purpose.	Short Informational Text (200–250 words) – Teacher-selected AMEP text or similar
3. Teacher Modelling Fluency	2 mins	Awareness of pace, stress, intonation	Read the entire text aloud fluently at natural pace; model chunking and emphasis.	Follow silently and notice pronunciation of key words.	Pronunciation Modelling Activity – “Sounding English” from Hewings <i>Pronunciation Practice Activities</i> (Cambridge)

4. Student Reading (Skimming + Scanning)	4 mins	Identify main idea; locate supporting details	Instruct students to skim for main idea, then scan for specific details or answers.	Skim individually; reread to locate specific information; compare answers in pairs.	Reading Text + Comprehension Sheet created from source text
5. Vocabulary & Spelling Focus	4 mins	Clarify meaning; highlight spelling patterns	Select 5–7 vocabulary items from the text. Elicit meaning from context; highlight spelling patterns (e.g. silent e, vowel shifts, common suffixes).	Provide meaning, attempt example sentences, note spelling rules.	"AMEP Intermediate Word List – Teacher Reference" (AMES)
6. Controlled Spelling Practice	3 mins	Develop accuracy; reinforce spelling	Run a “Missing Letters” task or “Cover–Copy–Compare”. Teacher circulates for correction.	Complete spelling exercise individually or in pairs.	Spelling Worksheet – Missing Letters (Teacher-created)
7. Semi-Controlled Spelling & Pronunciation	5 mins	Apply spelling patterns; practise pronunciation	Use a rapid spelling check: teacher says a target word; students write it; then chorally pronounce.	Write spelling on mini-boards or paper; read aloud in chorus or individually.	"Minimal Pairs & Word Stress Practice" from Hewings (Cambridge)
8. Review & Reflection	5 mins	Consolidate learning; check confidence	Quick-fire questions: “Spell ___”; “What is the main idea?” Students rate confidence 1–5.	Answer aloud; show confidence rating with fingers.	Exit Ticket – Reflection Prompts (Teacher-created)

SUPPORT STRATEGIES (Weaker Learners)

- Provide vocabulary glossary with simple definitions and pictorial icons.
 - Allow learners to read the text in pairs to reduce cognitive load.
 - Offer sentence stems for pronunciation and spelling (e.g., “The word ends with ___”).
 - Pre-teach pronunciation of difficult consonant clusters using *Pronunciation Practice Activities* (Hewings) .
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EXTENSION STRATEGIES (Advanced Learners)

- Write 2–3 original sentences using the new vocabulary in context.
 - Record themselves reading the text aloud and analyse stress/intonation patterns.
 - Identify additional words in the text that follow the same spelling pattern (e.g., *-tion*, *-ible*, silent e).
 - Complete a short dictogloss of one paragraph.
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ASSESSMENT SUMMARY

Formative

- Teacher monitoring during pair work and reading tasks.
- Oral responses during review questions.
- Spelling accuracy in controlled exercises.

Summative (Light-Touch)

- Students spell 3 out of 5 target vocabulary words correctly.
- Students answer main idea and 2 detail questions accurately.

Evidence collected meets intermediate outcomes for:

- **Reading 2.05 (AMEP LLN Framework)**
 - **Writing 2.03 – Spelling familiar and some unfamiliar words**
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TEACHER REFLECTION

To be completed after the lesson:

- How effectively did students engage with the reading fluency model?
- Did the spelling practice support learners at different levels?
- What worked well in the timing? What needs adjustment?
- Which students require targeted follow-up next lesson?
- What would you change or scaffold more next time?