

**DEVELOPING READING FLUENCY IN YOUNG LEARNERS VIA HIGH-FREQUENCY WORDS AND COMMON PHRASES***Yusupova Mahina Sherkat kizi**Student, ISFT*[mahina.yusupova93@icloud.com](mailto:mahina.yusupova93@icloud.com)*Scientific advisor: Maxkamova Komila Toktamuratovna**Senior teacher, ISFT*[maxkamova688@gmail.com](mailto:maxkamova688@gmail.com)

**Abstract:** This article explores the role of high-frequency words and common phrases in developing reading fluency among young learners. Reading fluency—defined by accuracy, speed, and prosody—acts as a bridge between word recognition and comprehension. The study reviews theoretical foundations and practical strategies such as sight word instruction, phrase-cued reading, and repeated exposure. Findings show that systematic and contextual instruction of frequent lexical items significantly improves early reading fluency. Recommendations are made for balanced instructional approaches to support literacy acquisition in early education settings.

**Keywords:** reading fluency, sight words, common phrases, early literacy, phrase-cued reading, high-frequency words.

**Annotatsiya:** Ushbu maqolada o'quvchilarning o'qish ravonligini oshirishda yuqori chastotali so'zlar va umumiy iboralarning roli o'rganiladi. O'qish ravonligi — aniqlik, tezlik va ifodali o'qish — so'zlarni tanish va matnni tushunish o'rtasidagi ko'prik hisoblanadi. Tadqiqot nazariy asoslar va amaliy yondashuvlar (sight word o'rgatish, iborali o'qish, takroriy mashg'ulotlar) asosida olib borilgan. Natijalarga ko'ra, so'z va iboralarning tizimli va mazmunli kontekstda o'qitilishi erta yoshdagi o'quvchilarning o'qish malakasini sezilarli darajada oshiradi. Maqolada o'qituvchilar uchun muvozanatli metodik tavsiyalar berilgan.

**Kalit so'zlar:** o'qish ravonligi, sight words, iboralar, erta savodxonlik, iborali o'qish, yuqori chastotali so'zlar.

**Аннотация:** В данной статье исследуется роль высокочастотных слов и распространённых фраз в развитии беглости чтения у учащихся. Беглость чтения — это точность, скорость и выразительность чтения — представляет собой мост между распознаванием слов и пониманием текста. Исследование основано на теоретических подходах и практических методах, таких как обучение словам-зрительным образам (sight words), чтение по фразам и повторяющиеся упражнения. Согласно результатам, систематическое и контекстуально осмысленное обучение словам и фразам значительно

улучшает навыки чтения у детей младшего возраста. В статье представлены сбалансированные методические рекомендации для педагогов.

**Ключевые слова:** беглость чтения, sight words, фразы, ранняя грамотность, чтение по фразам, высокочастотные слова.

## Introduction

Reading fluency is an important part of learning to read and write, and it is strongly linked to doing well in school later on. One of the best ways to help young learners become more fluent is to teach them high-frequency words and popular phrases in a structured way. This is because these words and phrases show up a lot in children's texts. When kids can effortlessly recognize these kinds of words and phrases, their brains can focus on understanding instead of decoding, which makes reading easier, faster, and more expressive. According to Rasinski (2003), fluency has three main parts: correctness, pace, and prosody. Ehri (2005) says that young readers go from deciphering letters one at a time to quickly recognizing full words. This is called sight word recognition. Words that are used a lot, like "the," "is," "you," and "was," are typically not regular and are hard to sound out, which is why rote memory and repetition work. Phrase-cued reading, which breaks text into meaningful groups (such "look at me" and "in the house"), also helps pupils understand language in groups rather than just single words. This strategy helps with both understanding and fluency at the same time by making people more conscious of syntax (Kuhn & Stahl, 2003).

## Methodology

This paper is the result of a comprehensive review of empirical and theoretical research that has been conducted between the years 2000 and 2024. Sources consist of instructional guides, literacy frameworks, and peer-reviewed journals that concentrate on fluency development in early elementary education.

In addition, the efficacy of repetitive reading, sight word exercises, phrase-cued reading, and multisensory approaches (e.g., tapping, tracing, singing) is assessed by synthesizing classroom observations and instructional interventions from recent studies.

Author(s) / Year	Research Type	Approach / Intervention	Key Findings
Rasinski (2003)	Classroom-based intervention	Phrase-cued reading, repeated oral reading	Significant improvement in fluency (rate and prosody); 25% gain over 8 weeks
Ehri (2005)	Theoretical analysis	Sight word acquisition and word recognition theory	Automaticity develops through repeated exposure and memory-based word learning
Kuhn & Stahl (2003)	Literature review	Developmental/remedial fluency practices	Phrase-cued reading enhances syntactic processing and fluency
National	Meta-analysis	Systematic phonics, repeated	Fluency improves when

Reading Panel (2000)		reading, sight word instruction	frequent words are taught in context and with repetition
Fountas & Pinnell (2017)	Guided reading framework	Context-based vocabulary learning, leveled reading	High-frequency phrases in leveled texts improve fluency and comprehension

Results and Discussion: Research continuously shows that fluency-based phrase instruction and frequent exposure to high-frequency words greatly enhance young learners' reading abilities. Within a few months, children who participated in daily sight word and phrase activities improved their oral reading fluency scores by more than 25%, according to Rasinski's (2003) research. Among the advantages noted are: Enhanced decoding speed as a result of knowledge of word structures and forms; enhanced prosody because phrases provide organic points for intonation and halting; increased understanding because decoding requires less work. But teaching must go beyond memory; incorporating engaging activities (games, songs, interactive reading) and relevant context produces better outcomes, particularly for English Language Learners (ELLs).

The studies that were looked at all show that teaching young students high-frequency words and popular phrases in a targeted way is a key part of helping them read more fluently. The data gathered from several types of study, such as intervention-based, observational, and meta-analytic, show a number of important results, which are listed below. The main idea in all of the sources is speeding up word recognition. When students are often exposed to high-frequency words like "the," "said," "where," and "they," they get much better at recognizing and saying these words right away without having to decode them. Ehri (2005) says that memorizing sight words helps with orthographic mapping, which is when kids remember words for a long time after seeing them many times. In Rasinski's (2003) experimental classrooms, kids who did sight word exercises and read the same things over and over again every day were able to recognize words faster. On average, their word recognition fluency improved by 25% in two months. This automaticity is very important since it frees up mental resources so that learners can focus more on understanding than on decoding.

Teaching with common phrases like "look at me," "go to school," and "in the morning" helped improve the rhythm, intonation, and phrasing of reading. These three things are all part of prosody. This was notably clear in classrooms that used phrase-cued reading, where natural phrase breaks were used to help students read more quickly. Kuhn & Stahl (2003) found that such phrased reading helped learners internalize syntactic structures, which makes reading out loud easier and helps you understand better. Also, phrase-level fluency was a better sign of reading comprehension than basic word-level fluency. Reading comprehension scores went up as fluency did. This is a well-known relationship: fluent readers don't have to work as hard to decode words, so they can focus on the message. Students who mastered important sight words and phrases were able to read leveled texts, join in on discussions, and answer comprehension questions more accurately during guided reading sessions (Fountas & Pinnell, 2017).

Also, it was said that being able to read smoothly and expressively made students more motivated and confident, especially those who were having trouble reading and English Language Learners (ELLs). They felt more capable and involved during reading sessions, which helped them develop a positive sense of literacy. Repeated exposure turned out to be a key component. But it turned out that rote memory alone didn't work in the long run. It was important to combine repetition with learning that was relevant and had a lot of context. As an

example: Singing high-frequency words in songs, Using flashcards in sentence-level games, Storytelling with repetitive phrases. This kind of training, which used more than one sense and was based on real-life situations, not only helped students remember what they learned but also kept them interested. The National Reading Panel (2000) said that lessons should not be only drills, but rather be based on real-life communication problems and texts that are meaningful. Phrase-level fluency education worked especially well for ELL pupils. Sight words don't always follow phonetic conventions (such "was," "said," and "could"), which makes it hard for ELLs to decode them using standard sound-symbol connections. These students were able to understand both the meaning of words and how to use them through phrase-based instruction. This helped them learn faster and do better on oral reading fluency tests.

Focus Area	Effect Observed
Word recognition	Increased speed and accuracy through repeated sight word exposure
Phrasing and expression	Improved prosody and syntactic awareness via phrase-cued reading
Comprehension	Better understanding due to reduced cognitive load on decoding
Learner confidence	Higher engagement, especially among struggling readers and ELLs
Instructional methods	Most effective when using contextual, repeated, and multisensory techniques

In conclusion Developing reading fluency in early learners through high-frequency word and phrase instruction is a proven and essential component of literacy education. Instruction should be systematic, engaging, and embedded in meaningful contexts to ensure long-term retention and transferability. Educators are encouraged to use a balanced approach combining phonics, sight word recognition, and phrase-cued reading to optimize student outcomes.

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