Let it flow, let it flow, let it flow ...

Look at the following paragraph:

We went to the park. It was sunny. It was warm. We had fun. We flew kites. We ate snacks.

What do you think of it?

a) Does it make sense?  
   Yes. The meaning is very clear.

b) Is it grammatical?  
   Yes.

c) Is it well-written?  
   No. It lacks fluency.

Textual fluency refers to the way the text sounds rather than what it means. Fluency is achieved by varying the lengths, types, and structures of sentences.

- Short sentences are used for emphasis.
- Long, complex sentences are used to explain ideas or to give detail.
- Fluency is also achieved by varying the beginnings of sentences and using connectors.

The result is writing that sounds almost like music; it is a pleasure to read such a text out loud.

Look at the paragraph again:

We went to the park. It was sunny. It was warm. We had fun. We flew kites. We ate snacks.

1. Does the writer vary the length of the sentences?
2. Which types of sentences/structures does the paragraph lack?
3. Underline the first word of each sentence. Does the writer vary the beginnings of the sentences?

Now look at the following version of the same paragraph:

We spent a warm, sunny day at the park. When we got hungry we had a snack. Later on, we flew kites high in the sky. It was a great day!

1. Does the writer vary the length of the sentences?
2. Which types of sentences/structures does the paragraph lack?
3. Underline the first word of each sentence. Does the writer vary the beginnings of the sentences?
The boy was alone in the cemetery. It was dark. It was gloomy. The boy saw something. He was scared. It was a vampire. The vampire was chasing him. He was scared. The vampire caught him. The vampire bit him. He was dead.