

Name	Year/Class

Extract from *The Sandtiger* by Jenny Hamlett

(226 words)

90 Words Correct Per Minute (WCPM) is a useful indicator of fluency for Year 2 with this text. The 90th word is in red on the teacher copy in case useful.

Read context to pupil before they read the text: *This is a story about a family who are playing at the beach. Peter is very proud of the tiger he has drawn in the sand.*

Peter drew a tiger in the sand. It was huge. It had pebble eyes as big as oranges. It had paws like plates.

Peter worked hard on his tiger. He worked all afternoon. He found some driftwood and gave it whiskers. He drew a bowl of spaghetti so it would have something to eat.

His twin sister Susie came to look.

“What on earth is that?” she said.

“It’s my Sandtiger.”

Susie laughed.

“It eats people who laugh at it,” Peter said crossly.

“It won’t have time,” said Susie.

“**Why** not?”

“Look at the sea,” she said. Peter looked. The tide was coming in. Soon the waves would be lapping at the tiger’s paws. The beautiful Sandtiger would be gone, lost forever under the cold slimy water. Peter ran straight to his Mum.

“The sea won’t come up any more, will it?” he said.

“Why yes, love,” Mum answered. “It’s only half way up now. The high tide comes all the way to the bank I’m sitting on.” Peter tried not to cry but the tears came by themselves.

“What is it?” Mum asked.

“My Sandtiger’s going to be drowned,” Peter whispered.

“Let’s go and have a look at him,” Mum said.

Peter followed Mum to where the tiger lay on the sand with the sea just touching its toes.

“What lovely stripes,” said Mum cheerfully.

Fluency Scale Score

Expression and volume	Phrasing	Smoothness	Pace	Total

Oral Comprehension Check

Note pupil responses and any other useful information. Informal follow-up questions can provide useful information for weaker domains. You may wish to ask the pupil to read the text again, or read it to them, before the comprehension element.

Clarify: What is driftwood?

Pupil response notes:	
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Select and retrieve: Why does Peter draw a bowl of spaghetti?

Pupil response notes:	
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Summarise: How do you think Peter and Susie get along as brother and sister? Why do you think this?

Pupil response notes:	
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Respond and explain: Why do you think that Peter runs to his mum?

Pupil response notes:	
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Inference: What do you think will happen next in the story? Why do you think this?

Pupil response notes:	
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Language for effect: Why does the author use the words “cold, slimy water” rather than just “water” when she describes the beautiful Sandtiger being washed away?

Pupil response notes:	
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Themes and conventions: Can you think of any other stories that are set at the seaside?

Pupil response notes:	
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Strengths	Potential targets for this pupil

Oral Comprehension Check: possible responses

Look for pupil understanding rather than verbatim 'right answers'.

Clarify: What is driftwood?

Possible response:	Pieces of wood which are floating on the sea or have been washed ashore.
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Select and retrieve: Why does Peter draw a bowl of spaghetti?

Possible response:	So the tiger has something to eat.
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Summarise: How do you think Peter and Susie get along as brother and sister? Why do you think this?

Possible response:	Pupils may refer to the text and suggest that the twins argue, or that Susie can be unkind to Peter sometimes.
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Respond and explain: Why do you think that Peter runs to his mum?

Possible response:	Because he is upset and worried, for reassurance etc.
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Inference: What do you think will happen next in the story? Why do you think this?

Possible response:	Consider plausible predictions and reasoning.
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Language for effect: Why does the author use the words "cold, slimy water" rather than just "water" when she describes the beautiful Sandtiger being washed away?

Possible response:	Look for responses that show that the pupil understands that this emphasises how terrible it is for Peter that the drawing will be washed away. It contrasts with the "beautiful Sandtiger" earlier in the sentence.
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Themes and conventions: Can you think of any other stories that are set at the seaside?

Possible response:	Consider the pupil's knowledge of a range of texts.
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Pupil Copy

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“It won’t have time,” said Susie.

“Why not?”

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Multidimensional Fluency Scale

Use the following rubric (1-4) to rate reader fluency in the areas of expression and volume, phrasing, smoothness, and pace.

EXPRESSION AND VOLUME

1. *Reads words as if simply to get them out.* Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
2. *Begins to use voice to make text sound like natural language* in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.
3. Make text sound like *natural language* throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
4. Reads with *good expression and enthusiasm throughout the text.* Varies expression and volume to match his or her interpretation of the passage.

PHRASING

1. Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word*.
2. Frequently reads in two- and three-word phrases, giving the impression of *choppy reading*; improper stress and intonation fail to mark ends of sentences and clauses.
3. Reads with a *mixture of run-ons*, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.
4. Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.

SMOOTHNESS

1. Makes frequent *extended pauses, hesitations, false starts, sound-outs*, repetitions, and/or multiple attempts.
2. Experiences *several "rough spots"* in text where extended pauses or hesitations are more frequent and disruptive.
3. *Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.
4. *Generally reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.

PACE

1. Reads *slowly and laboriously*.
2. Reads *moderately slowly*.
3. Reads with an *uneven mixture of fast and slow pace*.
4. Consistently reads at *conversational pace*; appropriate rate throughout reading.

Scores range from 4-16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency.