

Name	Year/Class

**Extract from *Hampstead the Hamster* by Michael Rosen**

**(207 words)**

100 Words Correct Per Minute (WCPM) is a useful indicator of fluency for Year 3 with this text. The 100th word is in red on the teacher copy in case useful.

**Read context to pupil before they read the text:** *In this story, Leo is desperate to have his own pet hamster and is hoping that he will get one as a Christmas present.*

More than anything else in the world, Leo wanted a hamster. He knew that a hamster would make him happier than a fried egg. What? Fried eggs aren't happy! Ah, but Leo always thought that fried eggs *are* happy. He loved to hear the sound of an egg frying in the pan. *Zizzle zizzle zizzle*, went the egg, and to him that sounded like the happiest sound in the world.

So, Leo wanted a hamster so that he could be as a happy as a fried egg. Not long ago, he wasn't very happy. He had been sad. But **if** he got a hamster, he would be happy. He knew he would. He knew that for certain.

Now the big question was whether he would get one. Christmas was coming and Dad said it was time to draw up his wishlist.

"Yes," said Leo, "I'll do that, but how will Father Christmas see the list?"

"Well," said Dad, "we have ways of letting Father Christmas know." And he winked.

Hmmm, thought Leo to himself, did that wink mean that Dad *did* know how to get in touch with Father Christmas, or he didn't and was just making it up? It was always hard to know with Dad.

**Fluency Scale Score**

Expression and volume	Phrasing	Smoothness	Pace	Total

*Scores range from 4-16. Generally, scores below 8 indicate that fluency may be a concern. Note any areas of fluency that may require further development.*

### 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:** The author tells us that Leo used to be sad. Can you think of another word for sad?

Pupil response notes:	
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**Select and retrieve:** What does Leo think is the happiest sound in the world?

Pupil response notes:	
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**Summarise:** Overall, how is Leo feeling at this point in the story?

Pupil response notes:	
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**Respond and explain:** If you could ask Leo a question, what would you ask and why?

Pupil response notes:	
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**Inference:** What do you think Leo's Dad is like? Why do you think this? Are there any clues in the story?

Pupil response notes:	
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**Language for effect:** Can you find an example of onomatopoeia (sound words) in the story? Why do you think the author used this?

Pupil response notes:	
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**Themes and conventions:** Does the story remind you of anything that has happened to you or your friends? Can you explain why?

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:** The author tells us that Leo used to be sad. Can you think of another word for sad?

Possible response:	Unhappy, miserable, depressed etc.
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**Select and retrieve:** What does Leo think is the happiest sound in the world?

Possible response:	"an egg frying in the pan"
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**Summarise:** Overall, how is Leo feeling at this point in the story?

Possible response:	Excited, eager etc.
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**Respond and explain:** If you could ask Leo a question, what would you ask and why?

Possible response:	Pupils could give a range of responses. Stronger responses will link to the text. "Why do you want a hamster and not another type of pet?"
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**Inference:** What do you think Leo's Dad is like? Why do you think this? Are there any clues in the story?

Possible response:	Pupils could give a range of responses. Friendly or playful because he winked. Unpredictable because "it was always hard to know with Dad."
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**Language for effect:** Can you find an example of onomatopoeia (sound words) in the story? Why do you think the author used this?

Possible response:	<i>Zizzle</i> . The author wants us to hear the egg frying as we are reading!
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**Themes and conventions:** Does the story remind you of anything that has happened to you or your friends? Can you explain why?

Possible response:	Pupils might refer to pets or Christmas presents. Strong responses will link to the text and have an explanation.
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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**

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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**

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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**

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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**

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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.*