Name	Year/Class

Extract from *Oliver and Patch* by Claire Freedman

(201 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, Oliver has moved to his new home in the city. While exploring the city, he makes friends with a lost dog called Patch.*

Oliver had just moved to the big city. It felt strange, and his old home in the countryside seemed far, far away.
"I miss the green fields," Oliver sighed. "I miss the wide open spaces. Most of all, I miss my friends."

One morning, Oliver felt restless. Even though the rain was pouring down like silver needles, he wanted to be outside, to explore. People hurried by, un-seeing and un-looking.

Oliver glanced about, wondering which way to go, when suddenly he saw it, bright as a poppy in a cornfield… a small, soggy, white ball of a dog, trailing **a** streak of red leash. He was all alone, just like Oliver.

"Hello!" said Oliver. "Are you lost?"

He looked at the little dog's collar tag. Patch it read. Just Patch. Oliver looked around. No one was calling for their little lost dog.
"What shall I do with you?" Oliver said to Patch. "I can't leave you on your own."

Before he knew it, Oliver had the lead in his hand and Patch was trotting along beside him.

Oliver and Patch had a wonderful day getting to know each other. For the first time since moving to the city, Oliver felt happy.

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 Oliver feels restless. Can you think of another word for restless?

Pupil response notes:	

Select and retrieve: What are the three things that Oliver misses about the countryside?

Pupil response notes:	

Summarise: How is Oliver feeling at the beginning and end of this extract?

Pupil response notes:	

Respond and explain: Why do you think that Oliver feels that he can't leave Patch on his own?

Pupil response notes:	

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

Pupil response notes:	

Language for effect: Why do you think the author describes the hurrying people as "un-seeing and un-looking"?

Pupil response notes:	

Themes and conventions: Can you think of another story where a character has a strong relationship with an animal?

Pupil response notes:	

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 Oliver feels restless. Can you think of another word for restless?

Possible response:	Fidgety, worked up, itchy etc.

Select and retrieve: What are the three things that Oliver misses about the countryside?

Possible response:	The green fields, the wide open spaces and his friends.

Summarise: How is Oliver feeling at the beginning and end of this extract?

Possible response:	For example, miserable and restless at the start, happy and settled at the end.

Respond and explain: Why do you think that Oliver feels that he can't leave Patch on his own?

Possible response:	For example, he is worried that the dog might get lonely, or that the dog is scared and lost.

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

Possible response:	Consider plausible predictions and reasoning.

Language for effect: Why do you think the author describes the hurrying people as "un-seeing and un-looking"?

Possible response:	Possibly they don't notice things because they are so busy and want to be out of the rain.

Themes and conventions: Can you think of another story where a character has a strong relationship with an animal?

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

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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.