

Name	Year/Class

**Extract from *Ice Palace* by Robert Swindells**

**(190 words)**

115 Words Correct Per Minute (WCPM) is a useful indicator of fluency for Year 4 with this text. The 115th word is in red on the teacher copy in case useful.

**Read context to pupil before they read the text:** *In this story, Ivan is searching for his little brother, who has been kidnaped by the villain Starjik. The story is set in a strange, frozen land.*

Inside the cave it was utterly black. The roar of the wind was deafening, and it was deadly cold. Ivan stopped. The darkness filled him with dread. He looked back to where the grey light spilled a little way into the entrance. He could go no farther; must get outside where he could see the sky and the snow and the trees. But his brother must have passed this way. Somewhere in this terrible place the little boy was waiting; waiting for Ivan to take him home. He set his lips in a thin, firm line and moved on into the blackness, holding out his arms before him and going very slowly. The wind **howled** in his ears and he heard again the laughing voice in it.

Something fluttered in his face. He struck at it with his hand, and it slid up over his forehead and became tangled in his parka, dragging the hood from his head. At once something else hit him, flapping coldly in his hair. Ivan cried out, clawing the thing from his head. It sank needle-teeth into his finger and whirled away on the wind.

**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:** What does the word 'dread' mean? Can you think of a synonym for 'dread'?

Pupil response notes:	
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**Select and retrieve:** How does Ivan walk through the cave once he has decided to keep going?

Pupil response notes:	
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**Summarise:** What do we know about the cave? How would you describe it?

Pupil response notes:	
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**Respond and explain:** What kind of person do you think Ivan is? How would you describe him and what is your evidence?

Pupil response notes:	
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**Inference:** Based on what you have read so far, what do you think will happen next in the story and why?

Pupil response notes:	
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**Language for effect:** "Flapping", "clawing", "whirled". What type of words are these? What do these words suggest to you about Ivan's encounter with the creature in the cave?

Pupil response notes:	
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**Themes and conventions:** Can you think of another book where a character is searching for someone or something? What could that book tell you about what might happen in *Ice Palace*?

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 does the word 'dread' mean? Can you think of a synonym for 'dread'?

Possible response:	Fear, anxiety, fright, worry
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**Select and retrieve:** How does Ivan walk through the cave once he has decided to keep going?

Possible response:	"holding out his arms before him and going very slowly"
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**Summarise:** What do we know about the cave? How would you describe it?

Possible response:	It is dark and cold. The wind howls in the cave. There are dangerous creatures of some kind in the cave. The cave could be described as scary, unwelcoming, or terrifying. Pupils may have other suggestions.
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**Respond and explain:** What kind of person do you think Ivan is? How would you describe him and what is your evidence?

Possible response:	Ivan could be described as brave or determined for example. Pupils could point to his decision to keep going through the cave. They could describe Ivan as selfless or kind because of his concern for his brother.
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**Inference:** Based on what you have read so far, what do you think will happen next in the story and why?

Possible response:	Pupils could give a range of responses. They may use evidence from implied story genre (adventure/quest). They may use evidence about the setting of the cave or Ivan's character.
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**Language for effect:** "Flapping", "clawing", "'whirled". What type of words are these? What do these words suggest to you about Ivan's encounter with the creature in the cave?

Possible response:	Verbs. They could suggest that the encounter was panicked or even violent, perhaps that Ivan was surprised.
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**Themes and conventions:** Can you think of another book where a character is searching for someone or something? What could that book tell you about what might happen in *Ice Palace*?

Possible response:	Think about what the links the pupil makes tell you about their knowledge of texts and genres. Do they realise that it is likely that the little brother will be found in the end?
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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.*