

| Name | Year/Class |
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Extract from *The Stolen Songbird* by Judith Eagle

(222 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: *This extract is taken from the prologue to a story called **The Stolen Songbird**. A prologue is like an introduction. This part of the story is set in 1940, during the second world war.*

They left early, when it was still dark – before the lady who was meant to be looking after them woke up. They walked for miles and miles, through fields and woods, and along narrow twisting lanes banked by hedgerows. They didn't have a map, and the signposts that could've helped them were blacked out. It was common knowledge that the enemy must be thwarted at all costs.

As dawn broke, they shared the hunk of bread they'd stolen from the larder. They'd had to be quick – quick as lightning – the boy grabbed it when no one was looking, the girl hastily shoving it under her jumper. They worked as a team. They were a **team**, having grown up orphaned, years and years earlier, and taken in by the boy's family.

Swallowing the last of the crumbs, they pressed on. To pass the time, they took it in turns to whistle – they were good at whistling – and they tried to outdo each other, showing off their prowess, with wilder and wilder and more complicated tunes.

At last, they came to a bus stop, and a bus that took them to Tonbridge, and then a train. Arriving at Charing Cross they turned out their pockets. Three conkers, two marbles and a boiled sweet. But no more money.

"We'll have to walk," said the girl.

Fluency Scale Score

| Expression and volume | Phrasing | Smoothness | Pace | Total |
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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 it mean to “outdo each other”?

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| Pupil response notes: | |
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Select and retrieve: Why are the signposts no help to the children?

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| Pupil response notes: | |
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Summarise: By which different ways do the children travel in the extract?

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| Pupil response notes: | |
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Respond and explain: Why do the children have to walk to their destination from Charing Cross station? From what you have read, do you think this will be a problem for the children?

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| Pupil response notes: | |
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Inference: How might the reader infer that this part of the story is set during wartime?

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| Pupil response notes: | |
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Language for effect: How does the writer show that the bread had to be taken quickly?

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| Pupil response notes: | |
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Themes and conventions: Can you think of another book where young characters go on a difficult journey?

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| Pupil response notes: | |
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| Strengths | Potential targets for this pupil |
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Oral Comprehension Check: possible responses

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

Clarify: What does it mean to “outdo each other”?

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| Possible response: | They are trying to do better than each other. |
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Select and retrieve: Why are the signposts no help to the children?

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| Possible response: | They are blacked out. |
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Summarise: By which different ways do the children travel in the extract?

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| Possible response: | Walking, bus, train. |
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Respond and explain: Why do the children have to walk to their destination from Charing Cross station? From what you have read, do you think this will be a problem for the children?

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| Possible response: | They have no more money. Pupils may mention that the children seem very resilient and resourceful so wouldn't mind more walking and finding their way. |
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Inference: How might the reader infer that this part of the story is set during wartime?

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| Possible response: | Signposts are blacked out. Reference to “the enemy”. |
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Language for effect: How does the writer show that the bread had to be taken quickly?

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| Possible response: | Use of a simile – quick as lightning |
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Themes and conventions: Can you think of another book where young characters go on a difficult journey?

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| Possible response: | Think about what the links the pupil makes tell you about their knowledge of texts and genres. |
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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.