

Name	Year/Class

**Extract from *City of Stolen Magic* by Nazneen Ahmed Pathak**

**(185 words)**

125 Words Correct Per Minute (WCPM) is a useful indicator of fluency for Year 5 with this text. The 125th word is in red on the teacher copy in case useful.

**Read context to pupil before they read the text:** *This is the prologue to a magical novel set in India during the nineteenth century.*

Chompa wrinkled her nose as her mother ran the wooden comb firmly through her ever-knotted mass of hair and dipped her toes into the river to distract herself. Ammi teased at a particularly large knot, and Chompa let out a little grumbling snort.

“If you looked after it, Chompa, we would not have to do this every morning.”

But her hands became gentler while the comb and pins hovered like hummingbirds.

Eventually, Ammi rested her chin upon her daughter’s head, and they gazed into the river at each other’s faces, one propped on top of the other. The sounds of the jungle became muted around them, and the water stilled, as if the world was holding its breath. It was Chompa’s favourite moment of **the** daily ritual.

It wouldn’t last, of course. Soon everything would spring back to busy life, and her hair would quickly follow. It was wild, stubborn and twice the thickness of any other girl’s hair in the village. It was why, Chompa thought, the village children disliked her so much.

That and the fact that she and her mother were witches.

**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 muted mean? Can you think of a synonym for muted?

Pupil response notes:	
-----------------------	--

**Select and retrieve:** What is the name of Chompa's mother?

Pupil response notes:	
-----------------------	--

**Summarise:** What happened at Chompa's "favourite moment"?

Pupil response notes:	
-----------------------	--

**Respond and explain:** What two reasons are given for the village children not liking Chompa? Which do you think is more important to the story?

Pupil response notes:	
-----------------------	--

**Inference:** Using what you know from the text, how would you describe Chompa and her mother's relationship?

Pupil response notes:	
-----------------------	--

**Language for effect:** What does the use of the word stubborn tell us about Chompa's hair?

Pupil response notes:	
-----------------------	--

**Themes and conventions:** What impression do you get of the setting of the story? Does it remind you of other stories you have read or heard?

Pupil response notes:	
-----------------------	--

Strengths	Potential targets for this pupil

### **Oral Comprehension Check: possible responses**

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

**Clarify:** What does muted mean? Can you think of a synonym for muted?

Possible response:	silenced, quietened, muffled, smothered etc.
--------------------	--

**Select and retrieve:** What is the name of Chompa's mother?

Possible response:	Ammi
--------------------	------

**Summarise:** What happened at Chompa's "favourite moment"?

Possible response:	The jungle became silent and still.
--------------------	-------------------------------------

**Respond and explain:** What two reasons are given for the village children not liking Chompa? Which do you think is more important to the story?

Possible response:	Chompa's wild hair and the fact that she and her mother were witches. Pupils may discuss that the second revelation is much more dramatic and may reveal something of the type of story that lies ahead – magical/fantastical.
--------------------	--

**Inference:** Using what you know from the text, how would you describe Chompa and her mother's relationship?

Possible response:	Close, kind etc. Pupils may mention that although Ammi can get cross with Chompa, she cares for her: while Chompa's mother is annoyed about the state of Chompa's hair, her approach is gentle.
--------------------	---

**Language for effect:** What does the use of the word stubborn tell us about Chompa's hair?

Possible response:	It is difficult to control and seems to have a will of its own.
--------------------	---

**Themes and conventions:** What impression do you get of the setting of the story? Does it remind you of other stories you have read or heard?

Possible response:	Pupils may mention or stories with a similar setting, such as classics like <i>The Jungle Book</i> or contemporary fiction such as <i>The Girl Who Stole an Elephant</i> .
--------------------	--

**Extract from *City of Stolen Magic* by Nazneen Ahmed Pathak**

Chompa wrinkled her nose as her mother ran the wooden comb firmly through her ever-knotted mass of hair and dipped her toes into the river to distract herself. Ammi teased at a particularly large knot, and Chompa let out a little grumbling snort.

“If you looked after it, Chompa, we would not have to do this every morning.”

But her hands became gentler while the comb and pins hovered like hummingbirds.

Eventually, Ammi rested her chin upon her daughter’s head, and they gazed into the river at each other’s faces, one propped on top of the other. The sounds of the jungle became muted around them, and the water stilled, as if the world was holding its breath. It was Chompa’s favourite moment of the daily ritual.

It wouldn’t last, of course. Soon everything would spring back to busy life, and her hair would quickly follow. It was wild, stubborn and twice the thickness of any other girl’s hair in the village. It was why, Chompa thought, the village children disliked her so much.

That and the fact that she and her mother were witches.

# 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.*