

Name	Year/Class

Extract from *Anglo-Saxon Boy* by Tony Bradman

(206 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 an extract from a story set in Anglo-Saxon England in 1065. Magnus is the son of Harold Godwinson, the ruthless lord of the Southern Saxons.*

There was always a buzz of pleasure about the place when the earl returned to his hall, especially if he had been away long. He was a ring-giver, a generous lord to his warriors, and a good provider to everyone else – nobody ever went hungry in the service of Harold Godwinson, not even the lowliest peasant or slave in the years when the harvest was bad. But Magnus knew there was more to it than that. People served his father because they loved him, not because of what he gave them.

The earl was also their only source of justice. The people of the farm started lining up while he was still eating, begging him to listen to their complaints against others or settle **disputes**. Later in the morning people from Bosham and the neighbouring settlements started to arrive, and soon the hall was packed with a large, noisy crowd, all clamouring to be heard. Magnus found himself being elbowed out of the way again, and guessed his father would wait for a better moment to speak to him. But his mother had little patience with the crowd and quickly lost her temper.

“Enough!” she yelled. “Hakon, clear these people out so the earl can rest!”

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 is a dispute? Can you think of a synonym for dispute?

Pupil response notes:	
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Select and retrieve: Why did people serve Magnus' father?

Pupil response notes:	
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Summarise: What happens to make the hall so busy later in the morning?

Pupil response notes:	
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Respond and explain: Why do you think that it would be difficult for Magnus to get his father's attention in the hall?

Pupil response notes:	
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Inference: What impression do you get of Harold Godwinson, Magnus' father? What evidence can you find in the text?

Pupil response notes:	
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Language for effect: What does the word 'buzz' suggest about the atmosphere in the hall?

Pupil response notes:	
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Themes and conventions: How would you know that the story is set in a different time period to the present day? What are the clues in the text?

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 is a dispute? Can you think of a synonym for dispute?

Possible response:	argument, disagreement, quarrel, falling out
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Select and retrieve: Why did people serve Magnus' father?

Possible response:	"People served his father because they loved him, not because of what he gave them."
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Summarise: What happens to make the hall so busy later in the morning?

Possible response:	People from Bosham and other settlements arrived to join people from the farm in the hall.
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Respond and explain: Why do you think that it would be difficult for Magnus to get his father's attention in the hall?

Possible response:	It was so noisy, crowded and busy. His father was busy hearing the people's complaints. Pupils might mention that Magnus was elbowed out of the way.
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Inference: What impression do you get of Harold Godwinson, Magnus' father? What evidence can you find in the text?

Possible response:	He is a kind ruler who looks after his people. People admire him. He is described as being generous and making sure that people don't go hungry.
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Language for effect: What does the word 'buzz' suggest about the atmosphere in the hall?

Possible response:	The atmosphere was busy and excited with lots of activity.
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Themes and conventions: How would you know that the story is set in a different time period to the present day? What are the clues in the text?

Possible response:	Mentions of peasants and slaves. "A generous lord to his warriors" suggests a medieval setting.
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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.