Name	Year/Class

Extract from *Into the Mountain* by Jamila Gavin

(207 words)

Above 130 Words Correct Per Minute (WCPM) is an **approximate** indicator of good oral fluency for Year 6 with this text. The 130th word is in red on the teacher copy in case useful.

Read context to pupil before they read the text: *This is the opening of a short story from a collection called Winter Magic. All of the stories have a wintry theme.*

It had been the coldest winter ever when, one morning, Luke was throwing out the remains of foodstuffs to the pigs and glimpsed a figure within a swirling white mist. There was a small child, motionless in the falling snow, covered in white from head to toe, its hair standing on end, stiff with frost.

Luke was startled, not just by the child, but by the tune; the tune which had been churning round and round in his head suddenly stopped. There was silence, like the silence of falling snow. For a moment, it was as though he'd gone deaf – deaf even to the sounds inside his brain. He poked a finger in his ear, and shook his head as if trying to shake out the silence.

The figure **raised** an arm in greeting.

Luke called, 'Who are you?'

The figure replied, 'I am Everychild.'

The snow fell harder, and the child began to fade into the whiteness, and the tune in Luke's head returned. When he backed into the kitchen, it was churning and churning on and on, just as it had done ever since the Piper came to town; a tune which blotted out all other desires except the desire to get into the mountain.

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 motionless mean? Can you think of a synonym for motionless?

Pupil response notes:	

Select and retrieve: The tune has blotted out all desires except one. What is the desire that remains?

Pupil response notes:	

Summarise: How long has the tune been playing in Luke's head?

Pupil response notes:	

Respond and explain: Who do you think Everychild is? How might this character develop?

Pupil response notes:	

Inference: Using what you know from the text, how do you think Luke feels about his current situation?

Pupil response notes:	

Language for effect: How does the author's choice of language show us that this a very cold and wintry scene?

Pupil response notes:	

Themes and conventions: Who do you think the Piper is? Can you make any connections to 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 motionless mean? Can you think of a synonym for motionless?

Possible response:	stopped, still, stationary etc.

Select and retrieve: The tune has blotted out all desires except one. What is the desire that remains?

Possible response:	"the desire to get into the mountain."

Summarise: How long has the tune been playing in Luke's head?

Possible response:	It has been playing since the Piper came to town. Pupils may speculate as to how long this is. Is Luke still a child?

Respond and explain: Who do you think Everychild is? How might this character develop?

Possible response:	A range of possible responses. The strongest will refer to the text – Everychild's appearance suggests they might be unusual/supernatural.

Inference: Using what you know from the text, how do you think Luke feels about his current situation?

Possible response:	Pupils could suggest Luke is puzzled or surprised by the arrival of Everychild. More generally, pupils could draw on the harsh conditions and Luke's work to suggest feelings. They may suggest that he is irritated or uncomfortable with the constant tune in his head.

Language for effect: How does the author's choice of language show us that this a very cold and wintry scene?

Possible response:	Pupils should be able to draw out particular phrases – "coldest winter ever" "stiff with frost" "swirling white mist".

Themes and conventions: Who do you think the Piper is? Can you make any connections to other stories you have read or heard?

Possible response:	The story links directly to *The Pied Piper of Hamelin*.

Extract from *Into the Mountain* by Jamila Gavin

It had been the coldest winter ever when, one morning, Luke was throwing out the remains of foodstuffs to the pigs and glimpsed a figure within a swirling white mist. There was a small child, motionless in the falling snow, covered in white from head to toe, its hair standing on end, stiff with frost.

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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.

Adapted from Zutell & Rasinski, 1991.