Name	Year/Class

Extract from *The Legend of the Dragon-headed Crown* by Ally Sherrick (in *The Buried Crown*)

(219 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 an invented legend from a novel called The Buried Crown. The author uses the legend in the plot of the novel. It is based on Anglo-Saxon legends.*

Long ago, when the earth was still bound by magic and gods kept watch over the affairs of men, a fearsome dragon stalked the land. Wherever it went, it caused chaos, destroying crops, livestock and homes.

But like all dragons, what it craved most was treasure – glittering goblets, jewelled buckles, precious gold rings. These were the things which kept its blood hot and its fire stoked. And no matter where the treasure was hidden, the snake-necked monster would always sniff it out. Then it would drag it back to its lair beneath the roots of a great, gnarled tree, mound it up and lie on it until its scales glowed like molten gold, its heart burnt like a red-hot furnace and it was ready to wreak havoc again.

The **king** who ruled over the land became ever more desperate as the dragon laid waste to his kingdom and stole away all his treasures. At the king's invitation, the dragon-slayer sailed to his shores in a great longship, his army of battle-hardened warriors at his side.

The dragon-slayer and his men tracked the dragon and followed it back to its lair. They waited until darkness fell and the beast went off hunting. Then the dragon-slayer slunk into the creature's earth-cave, buried himself in the great golden treasure mound and waited…

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: Chaos and havoc are similar words. What do they mean? Can you think of another synonym that would fit here?

Pupil response notes:	

Select and retrieve: What did the dragon want most of all?

Pupil response notes:	

Summarise: Why does the dragon-slayer enter the story?

Pupil response notes:	

Respond and explain: Think about the title of the legend. How could it relate to what happens next in the story?

Pupil response notes:	

Inference: How would you describe the dragon-slayer's character? Justify your thinking with evidence.

Pupil response notes:	

Language for effect: How have the author's language choices made the text read like it is an ancient legend?

Pupil response notes:	

Themes and conventions: Does the text remind you of any other myths or legends?

Pupil response notes:	

Domain strengths	Potential target domains for this pupil

Oral Comprehension Check: *possible responses*

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

Clarify: Chaos and havoc are similar words. What do they mean? Can you think of another synonym that would fit here?

Possible response:	mayhem, confusion, pandemonium etc

Select and retrieve: What does the dragon want most of all?

Possible response:	treasure

Summarise: Why does the dragon-slayer enter the story?

Possible response:	The king invited him to his land.

Respond and explain: Think about the title of the legend. How could it relate to what happens next in the story?

Possible response:	A range of possible responses. Pupils may speculate that the dragon-headed crown is found among the treasure or that the dragon's head is used to make the crown. Stronger responses will refer to the text.

Inference: How would you describe the dragon-slayer's character? Justify your thinking with evidence.

Possible response:	Pupils may suggest he is courageous or even foolish, giving evidence from the text. He may also be hungry for fame and glory!

Language for effect: How have the author's language choices made the text read like it is an ancient legend?

Possible response:	Several possible features. Opening with "Long ago" rather than a specific time. Archaic vocabulary: "the affairs of men", "laid waste". Avoiding the use of names – the king and the dragon-slayer. Sentences beginning with coordinating conjunctions. Read aloud and hear the effect.

Themes and conventions: Does the text remind you of any other myths or legends?

Possible response:	*Beowulf* is an obvious choice if the pupils have studied this, but they might find similarities with other myths, such as the story of Perseus. Many other stories have a structure of 'overcoming the monster'.

Extract from *The Legend of the Dragon-headed Crown* by Ally Sherrick

(in *The Buried Crown*)

Long ago, when the earth was still bound by magic and gods kept watch over the affairs of men, a fearsome dragon stalked the land. Wherever it went, it caused chaos, destroying crops, livestock and homes.

But like all dragons, what it craved most was treasure – glittering goblets, jewelled buckles, precious gold rings. These were the things which kept its blood hot and its fire stoked. And no matter where the treasure was hidden, the snake-necked monster would always sniff it out. Then it would drag it back to its lair beneath the roots of a great, gnarled tree, mound it up and lie on it until its scales glowed like molten gold, its heart burnt like a red-hot furnace and it was ready to wreak havoc again.

The king who ruled over the land became ever more desperate as the dragon laid waste to his kingdom and stole away all his treasures. At the king's invitation, the dragon-slayer sailed to his shores in a great longship, his army of battle-hardened warriors at his side.

The dragon-slayer and his men tracked the dragon and followed it back to its lair. They waited until darkness fell and the beast went off hunting. Then the dragon-slayer slunk into the creature's earth-cave, buried himself in the great golden treasure mound and waited…

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.