



Strategy Statement for Reading (KS2)



Meet the Reading Team



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Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



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Statement of Intent

Rationale

First and foremost, we aim to develop a love of reading; we want our children to be 'readers', not just children who can read.

Reading is one of our main priorities at Becontree. It is a skill which underpins children's ability to access the wider curriculum.

Children who read for enjoyment and for purpose every day, not only perform better in school, they also develop a broader and richer vocabulary; increased general knowledge; a better understanding of other cultures and greater insight into human nature.

We do this by supporting them in developing the skills necessary for decoding, fluency and comprehension.

Throughout the school, these skills are developed to support each child in becoming a successful reader, ready for the next stage in their lives.

Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

We aim to provide children with opportunities to read high-quality texts that reflect the diversity and culture within our school and wider communities.

Many of the books the children read reflect reality and through discussion raise awareness of the protected characteristics.

As children at Becontree Primary School love learning in reading , they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
- building vocabulary - enhancing sentence-structure abilities - increasing confidence with the English language to be able to use it more confidently in both oral communication and written work	- reading a wide range of texts with diverse themes that reflect the world around them, relating to human rights and duties, justice, liberty and equality - exploring values and responsibilities in society while valuing other beliefs and ideas	- answering questions that encourage them to think more deeply about texts they are reading - developing independent reading - engaging in book talk supported by sentence stems if needed - being recommended appropriate books to develop their reading and feed their Interests	- developing fluency and comprehension in reading in order to building stronger reading skills - accessing a selection of books at their current reading attainment and from different genres - reading high quality books that engage them	- increasing their confidence in the English language - reading texts that reflect diversity within society - developing independent reading - celebrating their reading and attitudes to reading - engaging in memorable and positive reading experiences
				

Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



Both this Strategy Statement and its counter-part for the early years foundation stage (EYFS) and KS1 outline our whole-school approach to teaching reading. Some sections will refer to the Strategy Statement for Phonics and Early Reading.

End Points

We strive to promote high standards of literacy. As a school, we aim for all pupils to:

Read widely and often for both pleasure and information

Read easily, fluently and demonstrate good understanding

Use discussion in order to learn, explain clearly their understanding and ideas supported with evidence from the text

Be competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating their understanding of what they have read

By the end of year 3 and 4, children should:

Word Reading: Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension: Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

By the end of year 5 and 6, children should:

Word Reading: Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension: Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices

- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

Pupils should be taught to understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these

- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

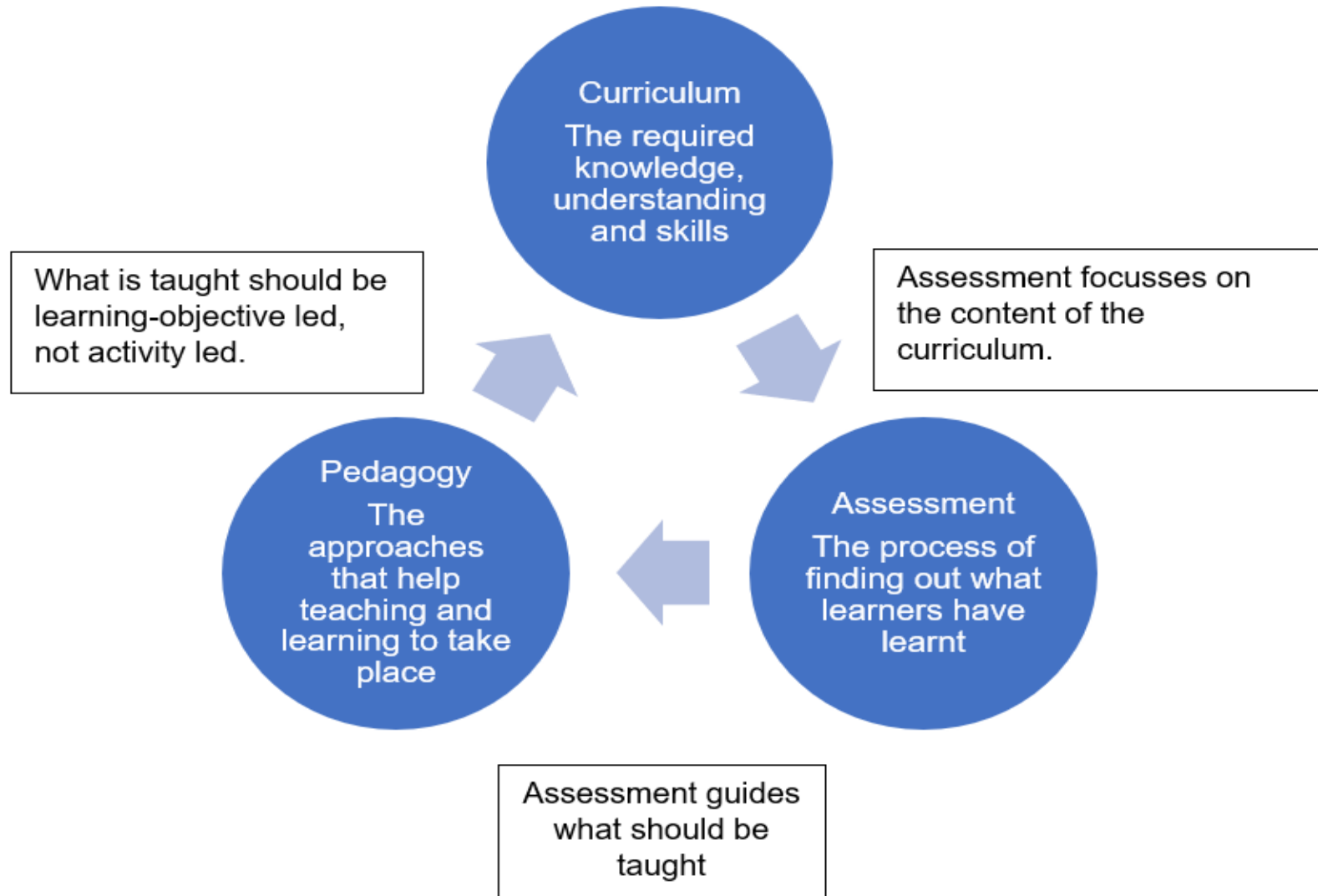
Pupils should be taught to understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



Pedagogical Overview (when are key pedagogical approaches introduced)

	Phonics	Guided/ Shared reading	BERT- a daily reading programme	Comprehension
Early Years	Approach is based on Schofield and Sims My Letter and Sounds. Starting with phase 1 in Nursery progressing through phases 2 and 3 and into phase 4 by the end of Reception.	Shared reading in Nursery introduces and reinforces Early Concepts of Print throughout EYFS. Guided reading groups daily in Reception		Comprehension is supported through careful questioning during sharing of books as well as within guided reading sessions.
Year 1	Approach is based on Schofield and Sims My Letter and Sounds. By June, children need to be secure in phase 5 to ensure readiness for the Phonics Screening Check.	High quality texts are used daily, as part of the direct teaching of reading, as well as in other subjects. Book study approach is used with children who have attained at least turquoise book band level	Year 1 until children have attained at least turquoise book band level	BERT includes a comprehension check verbally below green book band level and in written form above. Year 1 focus on developing oral reading fluency and understanding of a given text through close reading.
Year 2	Approach is based on Schofield and Sims My Letter and Sounds, supplemented by Phonics Play Children progress on to phase 6 using Twinkl phonics resources.	High quality texts are used daily, as part of the direct teaching of reading, as well as in other subjects. Book study approach is used with children who have attained at least turquoise book band level	Year 2 until children have attained at least turquoise book band level	Year 2 focus on developing oral reading fluency and understanding of a given text through close reading.
KS2	KS2 intervention groups, using Twinkl phonics catch-up resources, for students in Y3 who have not passed the phonics screening retest in Y2 or are EAL students with low English competency.	High quality texts are used daily, as part of the direct teaching of reading, as well as in other subjects. LKS2 interventions use the Laurel Trust programme- a group reading intervention	Book study approach is used with children who have attained at least turquoise book band level. Across KS2, Lexia Core 5 is used to support EAL learners and children working at below in reading. From Y4 to 6, Reading Plus is used to support children working at just below and below with vocabulary, reading speed and comprehension	KS2 focus on developing oral reading fluency and understanding of a given text through close reading and/or extended reading approaches.

Pedagogy

A range of key pedagogical approaches are used in the teaching of reading to ensure a consistent, systematic and coherent approach across the school. For further details of the approaches used in EYFS and KS1, see our Strategy Statement for Phonics and Early Reading.

Pedagogical Approaches	Purpose
Comprehension 1 hour per week	A programme to support children from their first steps in comprehension through to secure ownership and confident application of comprehension skills Children benefit by: - developing oral fluency through repeated reading - reading text passages from a range of genres, including high-quality contemporary fiction and non-fiction - modelling of comprehension skills - clarifying, summarising and exploring the meaning of the text.
Book Studies 2x 45-minute sessions per week	Children engage with a high-quality whole text that is age-appropriate. Children benefit by: - modelling of fluency and reading behaviours - practising fluent reading in collaborative pairs to build confidence and provide necessary support - discussion of the text in pairs and as a class - making individual written responses to the text

Read Aloud sessions 4 x 15 minute sessions per week	Allows the teacher to model expert, fluent reading of the text. Children benefit by: - a sharpened focus - discussions of vocabulary (tier 2 vocabulary is identified from read aloud texts) - increased comprehension through teachers demonstrating metacognitive and self-regulatory strategies by modelling their own thought processes as readers - strengthened listening skills - being intrigued by quality texts
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The following are our key beliefs about when and how children learn best.

We believe children learn best when...

...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

How we promote reading across the school

Developing Teacher Subject Knowledge	- In school, and external, training and development opportunities - PACE training /moderation - Shared practice - LMT research - Teachers' knowledge of texts and authors expanded - Support and advice from the Reading Lead and Early Reading Lead
Developing children's language and communication	- Three tier 2 words taught explicitly and applied each week - New vocabulary prominently displayed - Identifying new language from class texts - Planning specific teaching of vocabulary across the curriculum - Discussing texts explored in reading sessions as well as across the curriculum
Meeting the needs of all children	- Quality First Teaching - Learning partners changed weekly - Echoing (teacher modelling fluent reading, children echo) - Choral reading - High-quality texts in lessons and for read aloud - Specific individual or small group interventions: Phonics (Y3, 4 and 5); Laurel Trust programme (Y3 and 4); Lexia Core 5 (across KS2 and the Four Seasons ARP); Reading Plus (Y4-6)
Promoting Reading for Pleasure	- 4x a week read aloud sessions - Appealing book corners in EYFS and KS1 - Links with local library services in EYFS - Reading Assemblies with Reading Champions leading - Visits to school library and local libraries

Promoting Reading for Pleasure	- Good quality and diverse home reading books - World Book Day celebrations - Author visits - Hooked on Books award (Reception -Y6) - Shared reading areas in EYFS - Reading Displays - Well-stocked library - Book study approach in Y1 to Y6 and BERT in KS1
Promoting Reading in the Environment	- A well-stocked book selection in the classroom, EYFS and KS1 Library, clearly labelled. - A reading door sign to show what is currently being read. - A reading display that displays the author focus for the term, including relevant information about the author and their books. - Vocabulary displayed showing the current week's three words and previous weeks' words. - Other displays linked to the wider curriculum should also include vocabulary linked to the topic. - A list of Hooked on Books winners is shared in assemblies.
Home learning	- Children are expected to read daily for approximately 10 minutes - Y3 are using Story Zoo app to track home reading as well as reading the eBooks on the app and answering quizzes - CGP workbooks provided to parents for all children - Further information on how to support children at home can be found in the Home Learning booklets for each year group or phase and in the support for home learning section on the school website.

**Parent/Community
links**

- Volunteer reading partners
- Age-appropriate book recommendations
- Parent DEAR sessions
- Parent Reading Mornings
- Book Fairs
- Promoting and visiting local Libraries
- Opening the school library after school (November 2025)
- Home reading support booklets for each year group shared on website
- ESOL Parent classes

Core texts

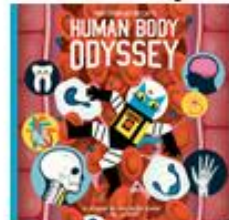
As part of our English curriculum, we use high quality texts to support children's learning in both writing and reading. In every year group, these form our core texts.

The KS2 core texts include the text used in our writing units, book studies and for our read alouds.

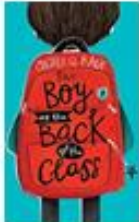
For full details of core texts used in EYFS and KS1, see our Strategy Statement for Phonics and Early Reading.

Please refer to medium-term and short-term plans for specific detail on how these texts are used.

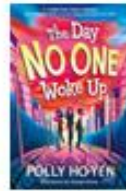
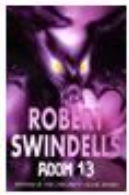
Year 3

Autumn term		Spring term		Summer term	
A	B	A	B	A	B
Writing  Non-Fiction A World for Me and You by Uju Asika Narrative, including diaries Sand Wizards	 Science Fiction The Iron Man by Ted Hughes Play Scripts 'A Tune of Lies'	 Narrative and Non-Fiction The Pebble in my Pocket by Meredith Hooper	Instruction writing Cross- curricular link: DT unit focusing on pizza making  Poetry and Narrative Literacy Shed – visual literacy Bubbles	Narrative- Folk tales 'The Enchantress of the Sands' A Story from Botswana Discussion and Persuasive texts	 Narrative Ottoline and the Yellow Cat by Chris Riddell
Reading Read Aloud  Piggy Handsome by Pip Jones (A) Piggy Hero by Pip Jones (B) Book Study  Legend of Kevin by Phillip Reeve and Sarah McIntyre	Read Aloud  Please Mrs Butler, Heard it in the Playground and The Mighty Slide by Allan Ahlberg (A and B) Poetry focus Please Mrs Butler, Heard it in the Playground and The Mighty Slide by Allan Ahlberg (A and B) Book Study  Stitch Head by Guy Bass	Read Aloud  Planet Omar: Accidental Trouble Magnet by Zanib Mian(A) Planet Omar: Unexpected Super Spy by Zanib Mian (B) Book Study  Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)			

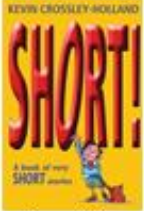
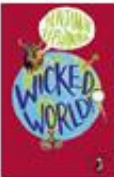
Year 4

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	Narrative and newspaper recount Varjak Paw by SF Said 	 Poetry Werewolf Club Rules by Joseph Coelho Narrative - Rhyming Verse 'The Bogeyman and the Trolls Next Door'	Narrative The Whale by Ethan and Vita Morrow 	Non-fiction- persuasive writing Holiday brochure to Sicily 	 Narrative The Boy at the Back of the Class By Onjali Q. Rauf	 Narrative The Mousehole Cat by Antonia Barber and Nicola Bayley Narrative Journey to Jo'burg by Beverly Naidoo 
Reading	Read Aloud   Varjak Paw by SF Said (A) The Outlaw Varjak Paw by SF Said (B) Book Study   Sam Wu is NOT Afraid of Ghosts by Katie Tsang and Kevin Tsang (A) Krindlekrax by Philip Ridley (B)		Read Aloud  Llama Out Loud by Annabelle Sami Book Study  Agent Aisha- Mission Shark Bytes by Sophie Deen		Read Aloud  The Boy at the Back of the Class by Onjali Q. Rauf Book Study  Children who Changed the World by Marcia Williams	

Year 5

		Autumn term		Spring term		Summer term	
		A	B	A	B	A	B
Writing		 (Fairy tale) The Princess' Blankets, including writing a formal letter of advice and narrative Instructions Link to PE	Discussion Writing a balanced argument   Poetry Last night I saw the city breathing <u>Goodnight</u> Stroud	Narrative This is NOT a fairy tale Recount Bling! Writing diaries	Biographies Author Focus: Roald Dahl	 Newspaper recounts and narrative The Lighthouse	 Playscripts Catch it! Narrative (Stories from another culture) Dragon Slayer
	Reading		Read Aloud   Boy in the Tower by Polly Ho-Yen (A) by Polly Ho-Yen (B) Book Study   Frankenskin by Joseph Coelho (A and B) Odd and the Frost Giant by Neil Gaiman (B)	Read Aloud   Danny, the Champion of the World by Roald Dahl (A) The Witches by Roald Dahl (B) Book Study   Odd and the Frost Giant by Neil Gaiman (A) Loki: A Bad God's Guide to Being Good by Louie Stowell (B)	Read Aloud    Overheard in a Tower Block, Werewolf Club Rules and Poems Aloud by Joseph Coelho Book Study   Loki: A Bad God's Guide to Being Good by Louie Stowell (A) Room 13 by Robert Swindells (B)		

Year 6

Terms	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	 Narrative (Mystery and Suspense) SHORT! A Book of Very Short Stories Speech Pandora's Box	 Narrative (Historical) Children of Winter including a narrative dream sequence  Non-fiction Letter of complaint	 Non-fiction A non-chronological report on an imaginary animal	 Narrative Poetry The Highwayman, including a diary and a letter	 Narrative (Fantasy adventure) Leon and the Place Between Recount or Review trip linked to Chessington	 Tragedy Hamlet: A Shakespeare Story
	Read Aloud   Wicked World! By Benjamin Zephaniah Funky Chickens by Benjamin Zephaniah Book Study   Clockwork or All Wound Up by Philip Pullman Cloud Busting by Malorie Blackman		Read Aloud   Wed Rabbit by Lissa Evans Tyger by SF Said Book Study  When we became Humans: our incredible evolutionary story by Michael Bright and Hannah Bailey		Read Aloud   Wed Rabbit by Lissa Evans Everything All at Once by Steve Camden Book Study  Floodland by Marcus Sedgwick	

How we assess reading across the school

There are key approaches that we take to assess reading. This can vary according to the key stage or reading attainment of a pupil. At Becontree, we also recognise that no single assessment gives a full picture of children as readers. Thus, we use a range of assessments to help provide a fuller picture.

Benchmarking	A benchmark assessment system is a series of texts that can be used to identify a student's current reading attainment and progresses along a gradient of text levels over time. It is predominately used in EYFS and KS1, although there may still be children in KS2 who are currently reading at these levels. The books are colour- banded and the assessment involves children reading texts and answering comprehension questions related to what they have just read. The person administering the test will make notes of any errors and self-corrections. See Appendix A for an overview of book band and the Junior Level system children move onto as they progress towards becoming more competent readers.
Teacher observations of reading	Teachers make observations of children's reading throughout the year. Some of these observations are made against a more formal framework of desired reading behaviours appropriate to their reading attainment (See Appendix B for an example of this) and others draw on teachers' knowledge of fluency (See Appendix C for the fluency rubric) and children's comprehension of what they read through discussion and written responses.
Phonics screening	The National Phonics Screening Check, administered at the end of Year 1, is designed to show how well children can use the phonics skills they have learned up to the end of Year 1, and to identify students who need extra phonics help as they move on Y2 and 3. Teachers and LSAs will assess children's phonics knowledge through lessons and reading activities but also at set intervals throughout the year using the Schofield and Sims My Letters and Sounds resources. This is to help them identify children who would benefit from further intervention but also what they need to focus on with the children in phonics lessons.

Hertfordshire Sentence Reading Test	Each term, in KS2, children are assessed through reading sentences that progressively increase in complexity to calculate a reading age. The reading age ideally should be close to the reader's age. If it is not then a reading intervention may be put in place. However, this will be based on a range of factors and not just their reading age.
Oral Reading Fluency	In Y2-6, at the beginning of each term, teachers present students individually with a passage and ask each student to read the passage out loud for one minute. Teachers then track the children's ability to read words in the text. This is used to guide interventions that may be needed to support children who are not working at age-expected standards.
Progress Checks	Within the Complete Comprehension programme, there are three progress checks, which teachers can use to informally assess how children are progressing in their understanding of the key skills: retrieving information; making inferences, comparisons and predictions; summarising and discussing word choices writers' make.
Summative assessments	In November, March and June, (Y2-5), children complete a Headstart Primary Reading assessment. This is a formal assessment carried out under test conditions. In May, Year 6 are assessed against the national Standardised Assessment Tests (SATs). The results of which are reported to parents in July. Year 6 will use previous test papers to informally assess reading. This information will be used to identify potential next steps in teaching reading but also identify children who are not on track and may require reading intervention.

Appendix A

Book band Colour and approximate reading age	PINK <5		RED 5			YELLOW 5.5			BLUE 5.5-6			GREEN 5.5-6			ORANGE 6-6.5		TURQUOISE 6-6.5		PURPLE 6.5-7		GOLD 7-7.5		SILVER 7.5-8		LIME 8-8.5		JL1 8.5-9	JL2 9-9.5	JL3 9.5-10	JL4 10-10.5	JL5/JL6 10.5-11		
Running Record Levels	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26							
Year 2	Secure 3 and 4 years		Working within reception			Secure reception			1.1		1.2	1.3		1.4	1.5	1.5	Year 1 expected	2.1	2.2	2.3	2.4	2.5	Year 2 Expected				Year 2 E+						
Year 1	Secure 3 and 4 years		Working within reception			Secure reception			1.1		1.2	1.3		1.4	1.5	1.5	Year 1 Expected					Year 1 E+											
Reception	Secure 3 and 4 years		Working within reception			Secure reception			National Curriculum Standards																								

Appendix B

Levels 1- 3a Pink to Red set A						
Points under each word						
Makes it match						
Goes back if they miss a word						
Levels 3B- 4 Red						
Points under each word						
Makes it match						
Goes back if they think something is wrong						
Level 5 Red C						
Uses eyes only unless they get stuck						
Goes back if they think something is wrong						
Rereads and tries again if they get stuck or lose their place						
Level 6 -7 Yellow A and B						
Listens to the story while they read						
Uses eyes only (no pointing)						
Rereads and tries again if they get stuck or lose their place						
Level 8 Yellow C						
Puts the words together (phrasing and fluency)						
Slow checks 'hard bits'. Goes back and rereads.						
Level 9 -10 Blue A and B						
Puts the words together (phrasing and fluency)						
Thinks about what is happening in the story						
Finds the hard bit. Slow reads, then goes back and rereads						

Appendix C

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.