**Fluency and Expression Assessment**

**at Early Level**

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| **Tools for Reading** | **Entertain** | **Inform** | **Persuade** |
| Reads word-by-word and **reads from left to right and top to bottom.** |  |  |  |
| Reads carefully and **uses knowledge of sounds, letters and patterns to read words.** There may be *some* expression however as the learner’s primary focus will be on decoding the words, they will likely sound more monotone. |  |  |  |
| **Uses knowledge of sight vocabulary/tricky words to read familiar words in context** and **recognises common words in texts.** The learnerwill likely read these words, as appropriate, more confidently and fluently. |  |  |  |
| **Reads aloud familiar texts with attention to simple punctuation,** such as taking a short pause at a full stop. |  |  |  |

**Fluency and Expression Assessment**

**at First Level**

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| **Tools for Reading** | **Entertain** | **Inform** | **Persuade** |
| **Reads aloud a familiar piece of text** (approximately 80 words per minute) **adding expression and shows understanding.** Learners should be able to read around 95% of an appropriately levelled text accurately. |  |  |  |
| Reads multiple words together in mostly meaningful phrases, showing some awareness of conjunctions or punctuation and taking a short pause or altering their intonation at an appropriate place in the text. |  |  |  |
| **Decodes unknown words by locating and pronouncing familiar letter patterns and blends** and **uses a range of word recognition strategies independently.** Some slower, more careful word-by-word reading will likely occur as a result of this and may affect the overall smoothness. |  |  |  |
| **Reads an increasing number of common/high frequency words, key reading words, core topic words and word of personal significance.** Learnersshould be able to read the first 300 high frequency words automatically. |  |  |  |
| **Uses punctuation and grammar to read with understanding and expression,** e.g. changing tone as appropriate for an exclamation/question mark or the use of block capitals or bold text. |  |  |  |

**Fluency and Expression Assessment**

**at Second Level**

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| **Tools for Reading** | **Entertain** | **Inform** | **Persuade** |
| **Reads with fluency** (approximately 100 words per minute), **understanding and expression using appropriate pace and tone,** volume, intonation, or emphasis for the text type and context. Learners should be able to read around 95% of an appropriately levelled text accurately. |  |  |  |
| Reads multiple words together in meaningful phrases, effectively using conjunctions, punctuation, or other features to take a short pause or intonate at an appropriate place in the text. |  |  |  |
| **Applies a range of reading skills and strategies to read and understand texts.** As learners self-correct or resolve challenges with unfamiliar words or text structures, this may occasionally affect the overall smoothness. |  |  |  |
| Recognises a wider range of high frequency words and sight vocabulary automatically. Learnersshould demonstrate their ability to read almost all of the text confidently and fluently. |  |  |  |
| **Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding,** such as changing tone as appropriate for italics, direct speech, ellipsis or the use of parentheses. |  |  |  |

**Fluency and Expression Assessment**

**at Third Level**

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| **Tools for Reading** | **Entertain** | **Inform** | **Persuade** |
| **Reads with fluency** (generally around 120 words per minute), **understanding and expression using appropriate pace and tone,** volume, intonation, or emphasis for the text type and context. Learners should be able to read around 95% of the text accurately. |  |  |  |
| Reads text in meaningful phrases and with an expressive interpretation that sounds like natural language. |  |  |  |
| **Applies a range of strategies to engage with and interrogate texts.** Reads with very few hesitations and any self-corrections or challenges with unfamiliar words are resolved with minimal impact on the overall smoothness. |  |  |  |
| Uses knowledge of rules, letter patterns and morphemes to recognise a wide range of vocabulary automatically. Learners will likely read almost all of the text confidently and fluently. |  |  |  |
| **Applies knowledge of context clues, word roots, punctuation, sentence and text structures to read unfamiliar texts with understanding,** such as varying vocal tone to represent a character’s different emotions in narrative text or modifying register for in/formal contexts. |  |  |  |