

11. Test of Reading Fluency (80 words over 2 pages).

You will need:

1. A stop watch
2. A laminated test copy of the word chart
3. One copy of the word chart for each student to record their individual performance

Note – the words on the chart are to be read in columns.

This list includes a selection of words with the following:

Term 1 & 2:	plus Term 3:
<ul style="list-style-type: none"> • 42 basic letter-sounds • <y> for /ee/ sound • ll,ff,ss,zz,ck • ‘magic e’: a_e, e_e, i_e, o_e, u_e • <u_e> for /oo/ • first 30 special words 	<ul style="list-style-type: none"> • <ay> for /ai / • <oy> for /oi/ • <ea> for /ee/ • <wh> for /w/ • <y> for /ie/ • <ow> for /oa/ • <ir> & <ur> for /er/ • <ew> for /ue/ & /oo/ • <ow> for /ou/ • <igh> for /ie/ • <aw> for /or/ • first 51 special words

Say, “I am going to ask you to read some words. When I say *start now*, I want you to read the words in the chart in front of you. Start at the top of each column and go down. You will have one minute.” Place the chart provided in front of the student, pointing to the word at the top of the left hand column. Say, “Start now.” At the end of one minute, say, “Stop.”

Record the number of words read correctly in one minute.

Self corrections are considered correct. Teacher behaviour during testing: no prompting, poker faces, lack of eye contact, industrious marking of score sheet, which is best kept from student view to avoid distracting – these are all helpful teacher strategies for use with students who are seeking feedback. If a student pauses and is not moving forward, wait for a few seconds then mark the word incorrect and ask them to move to the next word. Say, “Go on to the next word.” The idea is not for them to scan the list and read only the words they do know, it is also not a teaching opportunity, so please let them sweat for a little while (count slowly to 5) before asking them to move on to the next word.