

Analysis Sheet for Reading Year 5: Term 3 Week 9

Section A: Target 2013: By the end of the year 85% of year 5 students will be achieving at and above the National Standard

Key: * children listed in the special needs register

underline your targeted priority learners

highlight children that are receiving support

Each class use a different colour: Room 22 Room 18 Room 20 Room 19 Room 21

	Well Below <L24 (<9yrs)	Below L25,26 (9-10yrs)	At L27,28 (10-11yrs) L3B,L3P	Above L29+ (11-12+yrs) L3P/3A
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	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Maori		A++			le	Ke C	C C J	Ba Re Ki He Ja
Pasifika	B	T++			Ko Ni			Ri
Asian	K		Ch Je	Bh	Ca A Ki Ni	Ik Ja Ru	Mi D A Ha	Lu St El N J R Ti L
MEALA			L L	As Si		Na Sa		J J
European	T S Z		C C		Ja	Ch Je Ol	T T Ch Ha	E J
Total:	3 1 1	0 2 0	4 0 1 1	2 1 0 0	2 1 1 4	2 4 1 3	3 2 2 4 0	2 4 4 5 3

	7/63 = 11%	9/63 = 14%	18/63 = 29%	29/63 = 46%
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Currently **75%** of students are working at or above the end of year National Standard. Our end of year target is for 85% of students to be achieving at or above the NS, therefore as a team we have to make a shift for **10%** of those students that are working below the standard to meet the expectation. This means that **6** more children need to get to NS for us to meet our target.

Section B: Description of progress since previous evaluation:

What is the shift that has happened?	At the last evaluation 54% were achieving at and above the National Standard. Currently 75% are achieving at and above the National Standard this is an improvement/deficit of 21% . <i>include further detailed description on specific groups of students e.g. Maori, Pasifika, priority learners</i>
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What intervention/s caused the shift?	Identification of target groups DATs Professional readings to support teaching of specific intervention strategies Team PD TA groupings
Where to next?	<i>See below strategies to accelerate progress table</i>

Section C: Strategies to accelerate progress:

	Well Below	Below	At and Above
<i>What are the learning gaps for these students?</i>	- Decoding whole words - read the beginning of the word and guess the rest. - Fluency - bumps in reading. - ignores full stops and commas in reading - causes meaning to be lost. - Retelling main events in the story - either too much of unnecessary detail or too little info. - Not re-reading when the sentence doesn't make sense. - answering inference type questions. - Insufficient vocab relating to the topic	- Vocabulary - lacking ability to find the root word, prefixes and suffixes - Lacking confidence to identify unknown words. - Retelling main events in the story - either too much of unnecessary detail or too little info. - answering inference type questions.	- Retelling main events in the story - either too much of unnecessary detail or too little info. - Vocabulary - unable to correctly replace adverbs and give synonyms. - answering inference type questions.
<i>Team intervention strategies to move these students including links with parents and whanau</i>	- Continue to extend vocabulary - Teaching word parts eg suffixes, prefixes, roots, reading around the word - continue repeated reading in class as well as at home. - provide lots of opportunities for retelling. - continue to keep students on the reading for home learning contract.	- Vocab extension - wide reading for reading milage - exposure to a variety of topics. - provide lots of opportunities for retelling. - Lots of practise with inference questions - continue to keep students on the reading for home learning contract	- provide lots of opportunities for retelling. - Exposure to various text types eg. timetables, newspaper articles, brochures, adverts, flyers Teaching Inference - demonstrate and explain how:- - to make assumptions - to reason - to draw connections between stated and implied information - to draw conclusions
<i>What team learning strengths can we utilise to support priority learners?</i>	- Ongoing sharing of ideas/successes - Sharing professional readings - Team PD - sourcing relevant resources	- Ongoing sharing of ideas/successes - Sharing professional readings - Team PD - sourcing relevant resources	
<i>What teaching skills do we need to accelerate progress for priority learners?</i>			