



Teacher: Matua Nigel / Whaea Sheena		Term: 12023	Room: Pukeko
Group: Paddington	Current Reading Level 10-11	Expected Reading Level at End of Term:11-11.5	

ASSESSMENT DATA									
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			Learning Intentions	Success Criteria	Literacy Links
<u>Word Recognition:</u>	<u>Sentence Comprehension:</u>	<u>Paragraph Comprehension:</u>	We are learning -: -ways of writing and reading sounds in words and the rules to follow.	See sounds identified in the Sounds assessment box.	Small group instruction – Intention book used to record the intention that the group is focussing on and the progress being made. Children's ideas are recorded for further discussion.

<u>Vocabulary:</u>	<u>Language of Advertising:</u>	<u>Different Genre:</u>	-how to think about what we already know to help us understand what we are reading. -how to make a prediction and re prediction to understand what we are reading.	Find something in the text I know about already to help me understand. Find words I know the meaning of already to help me to understand what I am reading. What have I already learnt about this topic? I can use the title and cover Use the subheadings/glossary/labels Use the words in the text to help me make and check my predictions. Use illustrations, diagrams and photographs Ask myself questions as I read Read on and reread to check predictions. Repredict using what I have read. -I can see pictures in our heads -I can draw what I see -Share my picture with a partner and give a reason for what I have drawn. -I can find the words that give me that picture. -Ask myself – does this remind me of something I know already.	- Teacher modelling. - Group discussions on words of difficulty. - how is a text compiled? – look at the layout of text – where they put particular things. - Prior knowledge activities -Words of the week -Where FUSS words -Knowledge of words – chunking words, etc - Paragraphing focus. - individual interpretation of the text – what is meant by this? - Reading to the punctuation – full stop and comma – pauses. Discuss the use of exclamation marks – what are they? How do we say things with these? - reading and finding literal information from texts. - Posing questions to each other. Comprehension focus – - evaluative questions – what are they – model questioning – buddy questioning to gather info from a range of texts.
Sounds Assessment:	Running Records Teaching Focus: -Need to develop fluency – students in this group currently reading in a stop/start motion -Slow, hesitant reads – lack confidence in their ability to decode. -Word endings still need -Limited attempt to self-correct errors. -Vocabulary skills require development with all students -Struggling with comprehension, requiring the prompt “you try” before responding.	Writing Sample: - Mainly simple sentences. - Verbose writing with a lot of and thens. - Very little descriptive language - Word endings – s, es, ing, ed - Text is not sequential – need structure prompts - Issues with use of present and past tense. - Difficulty identifying when they have made an error.	-how to visualise as we read (see pictures in our head) to help us understand what we are reading.		
Individual Progress:				Group Progress:	