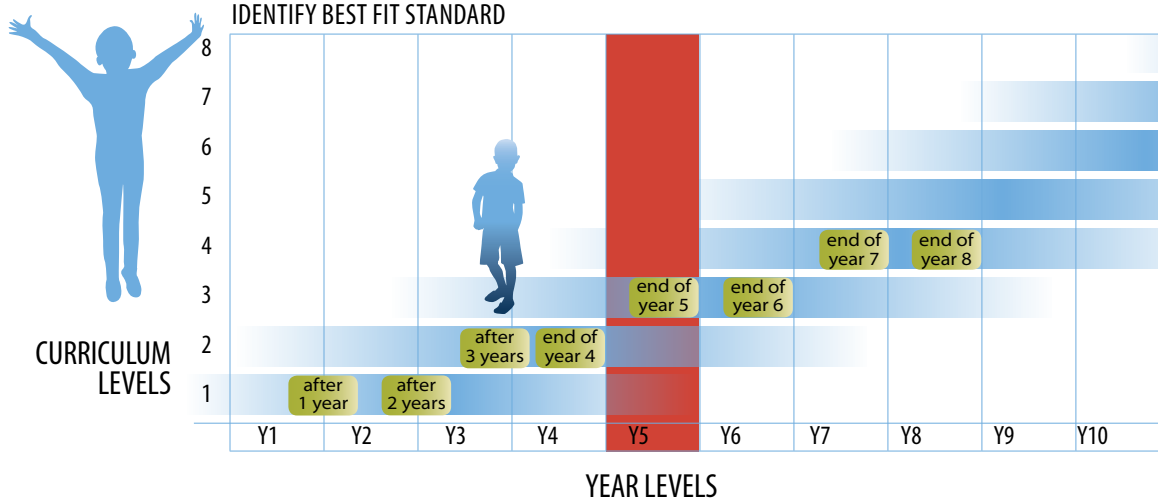




### FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

Identify Year 5 students not making expected progress. Considering the best fit standard, identify these students' strengths, needs, and next steps for learning, e.g., Tim is one of a group of students in Year 5 whose progress most closely matches the standard *after three years at school*. What do you need to plan in order to accelerate Tim's and this group of students' progress to the Year 5 standard by the end of the year?



By the end of Year 5, students will read, respond to, and think critically about texts in order to meet the reading demands of The New Zealand Curriculum as they work towards Level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.\*

\*The text and task demands of the curriculum are similar for students in Year 5 and Year 6. The difference in the standard for year 6 is the students' increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of Year 6, students will be required to read longer texts more quickly than students in Year 5 and to be more effective in selecting different strategies for different reading purposes.

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Using the information on Page 1:

## FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

- Confirm best fit reading standard and the next steps for the focus students;
- Identify and investigate what is important (and, therefore, worth spending time on), given where my students are at;
- Refer to relevant strategies and resources.

