

When to Schedule PLD's Early Years Screening

	Term 1	Term 2	Term 3	Term 4
Teaching in Week 1 - 10	<p>Three to four minutes, 3, 4 or 5 times a day of whole class & small group explicit instruction of the phonological awareness skill syllable blending and segmentation.</p>	<p>Three to four minutes, 3, 4 or 5 times a day of whole class & small group explicit instruction of the phonemic awareness skill initial sounds. This skill is central to children developing strong alphabet sound and blending skills in Semester two.</p>	<p>Whole class & small group explicit instruction of the following skills:</p> <ul style="list-style-type: none"> Group 1 of the Alphabet Sounds (s, a, t, p, i, n). Recall (for later reading). Formation (for later spelling). Onset & Rime Blending. 	<p>Whole class & small group explicit instruction of the following skills:</p> <ul style="list-style-type: none"> Recall and formation of Alphabet Sounds groups 1 & 2 (or groups 1-3 for high ability students). Onset & Rime Blending (or Blending 3 sounds for high ability students).
Progress Check in Week 6 or 7	<p>1-minute progress check:</p> <ul style="list-style-type: none"> Subtest 1: Syllable Segmentation. <p>Student results are entered into the PLD 'cloud-based' tracking sheets (and three targeted teaching groups established).</p>	<p>1-minute progress check:</p> <ul style="list-style-type: none"> Subtest 2: Verbalisation of Initial Phoneme. <p>Student results are entered into the PLD 'cloud-based' tracking sheets (and three targeted teaching groups established).</p>	<p>2-minute progress check:</p> <ul style="list-style-type: none"> Subtest 3a: Onset & Rime Blending. Subtest 4a: Group 1 of the Alphabet Sounds. Subtest 5a: Group 1 of Alphabet Sounds Recall & Formation. <p>Student results are entered into the PLD 'cloud-based' tracking sheets (and three targeted teaching groups established).</p>	<p>2-minute progress check:</p> <ul style="list-style-type: none"> Subtests 3a (or 3b): Blending. Subtests 4a, 4b & 4c for Group 1, 2 & 3 of the Alphabet Sounds. Subtest 5b and/or 5c for Group 1 & 2 of Alphabet Sounds Recall & Formation. <p>Student results are entered into the PLD 'cloud-based' tracking sheets (and three targeted teaching groups established).</p>
End of Term Progress Checks in Week 10	<p>Reassess the children who scored below 80% through the presentation of Subtest 1: Syllable Segmentation.</p> <p>The results for the majority of these students identified mid term should be showing increases in skill acquisition following the scheduled small group targeted teaching from weeks 7 to 10.</p> <p>Add the week 10 review results into the PLD 'cloud-based' tracking sheets.</p>	<p>Reassess the children who scored below 80% through the presentation of Subtest 1: Syllable Segmentation & Subtest 2: Verbalisation of Initial Phoneme.</p> <p>The results for the majority of these students identified mid term should be showing increases in skill acquisition following the scheduled small group targeted teaching from weeks 7 to 10.</p> <p>Add the week 10 review results into the PLD 'cloud-based' tracking sheets.</p>	<p>Reassess the children who scored below 80% in Onset & Rime Blending (or who are acquiring their Alphabet Sounds slower than their peers Eg 5 out of 6 or below) through the presentation of Subtest 3a, 4a & 5a.</p> <p>The results for the majority of these students identified mid term should be showing increases in skill acquisition following the scheduled small group targeted teaching from weeks 7 to 10.</p> <p>Add the week 10 review results into the PLD 'cloud-based' tracking sheets.</p>	<p>Reassess the children who scored below 80% in Blending (or who are acquiring their Alphabet Sounds slower than their peers) through the presentation of Subtest 3a/b, 4a/b & 5a/b.</p> <p>The results for the majority of these students identified mid term should be showing increases in skill acquisition following the scheduled small group targeted teaching from weeks 7 to 10.</p> <p>Add the week 10 review results into the PLD 'cloud-based' tracking sheets.</p>