

# When to Schedule PLD's Year 1 & 2 Screening

	Term 1	Term 2	Term 3	Term 4
Week 1	Present the PLD spelling Placement Test. Student results to be entered onto 'cloud-based' tracking sheets by the end of Week 1.	'Phonic-based word study' to be revised and groups implemented on the basis of the end of Term 1 testing.	Revised 'Phonic-based word study' groups implemented on the basis of the end of Term 2 testing.	Revised 'Phonic-based word study' groups implemented on the basis of the end of Term 3 testing.
Week 2	<b>Decodable reading book allocation on the basis of:</b> <ul style="list-style-type: none"> <li>Year 1: Early Reading Profile.</li> <li>Year 2: Early Reading Profile (for the students who still require decodable reading material).</li> </ul> <p>The information sourced should be useful when allocating decodable reading books.</p>	<b>Decodable reading book allocation on the basis of:</b> <ul style="list-style-type: none"> <li>Year 1: Early Reading Profile.</li> <li>Year 2: Early Reading Profile (for the students who still require decodable reading material).</li> </ul> <p>The information sourced should be useful when allocating decodable reading books.</p>	<b>Decodable reading book allocation on the basis of:</b> <ul style="list-style-type: none"> <li>Year 1: Early Reading Profile. Note that some Year 1 students will have progressed beyond the need for this type of tracking and decodable reading books.</li> <li>Year 2: Early Reading Profile (for the students who still require decodable reading material).</li> </ul>	<b>Decodable reading book allocation on the basis of:</b> <ul style="list-style-type: none"> <li>Year 1: Early Reading Profile. Note that many of the Year 1 students will have progressed beyond the need for this type of tracking and decodable reading books.</li> <li>Year 2: Early Reading Profile (for the students who still require decodable reading material).</li> </ul>
Week 1 - 9	<b>Explicit teaching phase</b> as outlined in the PLD <a href="#">Year 1 &amp; 2 Teaching Sequence Manual</a> .	<b>Explicit teaching phase</b> as outlined in the PLD <a href="#">Year 1 &amp; 2 Teaching Sequence Manual</a> .	<b>Explicit teaching phase</b> as outlined in the PLD <a href="#">Year 1 &amp; 2 Teaching Sequence Manual</a> .	<b>Explicit teaching phase</b> as outlined in the PLD <a href="#">Year 1 &amp; 2 Teaching Sequence Manual</a> .  <b>Standardised spelling age to be calculated</b> to determine if students made a 12 month increase in their reading and spelling skills and/or how their performance relates to their chronological age.
Week 10	Present the 'End of Term 1 PLD Placement Test'. Student results to be entered onto 'cloud-based' tracking sheets by the end of Week 10.  For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for the next school term.	Present the 'End of Term 2 PLD Placement Test'. Student results to be entered onto 'cloud-based' tracking sheets by the end of Week 10.  Optional: Review Semester 1 Irregular High Frequency Word knowledge by presenting the Irregular HFW Screen.  For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for the next school term.	Present the 'End of Term 3 PLD Placement Test'. Student results to be entered onto 'cloud-based' tracking sheets by the end of Week 10.  For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for the next school term.	Optional: Review Semester 2 Irregular High Frequency Word knowledge by presenting the Irregular HFW Screen.  For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for the next school year.  Prepare information for handover to next year's teachers.