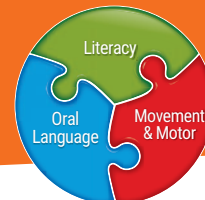
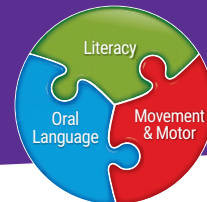


When to Schedule PLD's Early Years Screening



	Term 1	Term 2	Term 3	Term 4
Weeks 1-10	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual
Midterm screen e.g. by the end of Week 6	One minute progress check <ul style="list-style-type: none"> Subtest 1 Syllable Segmentation. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	One minute progress check <ul style="list-style-type: none"> Subtest 2 Verbalisation of Initial Phoneme. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	Two minute progress check <ul style="list-style-type: none"> Subtest 3a Onset & Rime Blending. Subtest 4a Group 1 Alphabet Sounds Subtest 5a Group 1 of Alphabet Sounds Recall & Formation. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	Two minute progress check <ul style="list-style-type: none"> Subtest 3a Onset & Rime Blending & Blending Three Phonemes. Subtests 4a, 4b & 4c for Groups 1, 2, & 3 Alphabet Sounds Subtests 5b and/or 5c for Group 1 & 2 of Alphabet Sounds Recall & Formation. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.
Final week of term e.g. Week 10	For children who scored below 80% in their mid-term progress check: Repeat the relevant subtest (as above). Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 2. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p>	For children who scored below 80% in their mid-term progress check: Repeat the relevant subtest (as above). Also repeat Subtest 1 if their end of Term 1 result was below 80%. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 3. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p>	For children who scored below 80% in their mid-term progress checks: Repeat the relevant subtests (as above). Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 4. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p>	For children who scored below 80% in their mid-term progress checks: Repeat the relevant subtests (as above). Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p> <p>Prepare student tests for handover to next year's teacher.</p>

Scheduling PLD Screening & Tracking in Foundation

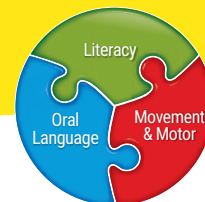


Screening & Tracking Whole Class				
	Term 1	Term 2	Term 3	Term 4
Midterm screen e.g. by the end of Week 6	Pre-Reading & Pre-Spelling Screens Present the relevant subtests: <ul style="list-style-type: none"> Subtest 1b Blending Three Phonemes Subtest 2 Alphabet Sounds Subtest 3 Segmentation Subtest 4 Alphabet Recall & Letter Formation Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1 Use the results to allocate decodable reading books & spelling tasks. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3 Stage 1 Target 2 digraphs Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1 & 2 Use the results to allocate decodable reading books & spelling tasks. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3 Stage 1 Target 2 digraphs Exercise 4 CCVC & CVCC Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1, 2 & 3. Use the results to allocate decodable reading books & spelling tasks. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching three groups and set differentiated learning foci for the remainder of term.
Final week of term e.g. Week 10	Pre-Reading & Pre-Spelling Screens Repeat the relevant subtests (as above). If students have sufficient alphabet sound recall & blending ability, present Exercise 1 & 2 from the Foundation Early Reading Screen . Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 2. 	Foundation Early Reading Screen Repeat the relevant exercises (as above). Foundation Spelling Screening Present Stage 1 Target 1. Use the results to allocate decodable reading books & spelling tasks. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 3. 	Foundation Early Reading Screen Repeat the relevant exercises (as above). Foundation Spelling Screening Present Stage 1 Target 1 & 2 Use the results to allocate decodable reading books & spelling tasks. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 4. 	Term 4 Foundation Early Reading Screen Repeat the relevant exercises (as above). Foundation Spelling Screening Present Stage 1 Target 1, 2 & 3. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Prepare student tests for handover to next year's teacher.

Screening & Tracking Low Ability Students				
Both midterm & end of term	It is likely that the students acquiring skills slower than their peers will be requiring regular teaching and screening of pre-CVC skills: <ul style="list-style-type: none"> Subtest 1b Blending Three Phonemes Subtest 2 Alphabet Sound Subtest 3 Segmentation Subtest 4 Alphabet Recall & Formation 	It is likely that the students acquiring skills slower than their peers will be requiring regular teaching and screening of pre-CVC skills: <ul style="list-style-type: none"> Subtest 1b Blending Three Phonemes Subtest 2 Alphabet Sound Subtest 3 Segmentation Subtest 4 Alphabet Recall & Formation By the end of the semester if these students have sufficient alphabet sound recall & blending ability, present Exercise 1 & 2 from the Foundation Early Reading Screen .	It is likely that these students may be a term behind their peers. If this is the case screen CVC skills using: Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1. 	It is likely that these students may be a term behind their peers. If this is the case screen CVC & early digraph skills using: Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3: Stage 1 Target 2 Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1 and 2.



Scheduling PLD Screening & Tracking in Year 1 & 2

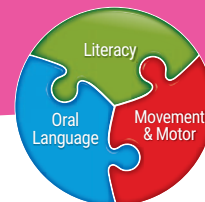


	Term 1	Term 2	Term 3	Term 4
By the end of Week 1	Spelling Placement Screen Present the Week 1 in Term 1 spelling placement screen <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 1. 		Year 1 Phonics Check: Weeks 3-5 <ul style="list-style-type: none"> Blog 1: https://pld-literacy.org/why-should-we-support-the-introduction-of-the-uk-phonics-check/ Blog 2: https://pld-literacy.org/preparation-for-the-uk-phonics-screening-check/ 	Standardised Assessments Allocate a date during the semester (we recommend in November) to administer standardised tests to calculate each student's reading and spelling ages. There are many testing options available on the market. Please see our support website for recommendations . Enter the results into the PLD tracking sheets.
By the end of Week 2	Early Reading Screen Present the screen to all Year 1 & 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books. 	Early Reading Screen Present the screen to all Year 1 & some Year 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books for Year 1 and some Year 2 students. 	Early Reading Screen Present the screen to all Year 1 & some Year 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books for Year 1 & some Year 2 students. 	Early Reading Screen Present the screen to all Year 1 & some Year 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books for Year 1 & some Year 2 students.
Weeks 1-9	Explicit Teaching Phase Refer to the PLD Year 1 & 2 Teaching Sequence Manual .			
By the end of Week 10	Spelling Placement Screen Present the end of Term 1 screen <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 2. 	Spelling Placement Screen Present the end of Term 2 screen <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 3. 	Spelling Placement Screen Present the end of Term 3 screen <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 4. 	Prepare handover information.

Screening & Tracking Low Ability				
	Term 1	Term 2	Term 3	Term 4
By the end of Week 10	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 2. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 3. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 4. Optional: Present the irregular HFW screen.	Optional: Present the irregular HFW screen.



Scheduling PLD Screening & Tracking in Year 3, 4, 5 & 6



For the Whole Class				
	Term 1	Term 2	Term 3	Term 4
By the end of Week 1	Spelling Placement Screen Present the relevant screen Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 1. 		Standardised Assessments Allocate a date during the semester (we recommend in November) to administer standardised tests to calculate each student's reading and spelling ages. There are many testing options available on the market. Please see our support website for recommendations .	
Weeks 1-9	Explicit Teaching Phase Refer to the PLD Year 3, 4, 5 & 6 Teaching Sequence Manual .			
By the end of Week 10	Spelling Placement Screen Present the end of Term 1 screen. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 2. 	Spelling Placement Screen Present the end of Term 2 screen. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 3. 	Spelling Placement Screen Present the end of Term 3 screen. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 4. 	Prepare handover information.

For Students Operating at a Junior Primary Level				
	Term 1	Term 2	Term 3	Term 4
By the end of Week 2	Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .	Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .	Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .	Administer the Early Reading Screen for Middle and Upper Primary for students who have not achieved whole-word reading in Exercise 7. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .
By the end of Week 10	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 2. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 3. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 4. Optional: Present the irregular HFW screen.	Optional: Present the irregular HFW screen.