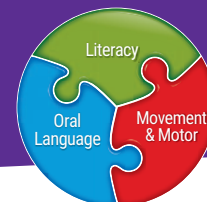


Scheduling PLD Screening & Tracking in Foundation



Screening & Tracking Whole Class

	Term 1	Term 2	Term 3	Term 4
Midterm screen e.g. by the end of Week 6	<p>Pre-Reading & Pre-Spelling Screens Present the relevant subtests:</p> <ul style="list-style-type: none"> Subtest 1b Blending Three Phonemes Subtest 2 Alphabet Sounds Subtest 3 Segmentation Subtest 4 Alphabet Recall & Letter Formation <p>Reporting</p> <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. 	<p>Foundation Early Reading Screen Present the relevant parts:</p> <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC <p>Foundation Spelling Screening</p> <ul style="list-style-type: none"> Present Stage 1 Target 1 Use the results to allocate decodable reading books & spelling tasks. <p>Reporting</p> <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. 	<p>Foundation Early Reading Screen Present the relevant parts:</p> <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3 Stage 1 Target 2 digraphs <p>Foundation Spelling Screening</p> <ul style="list-style-type: none"> Present Stage 1 Target 1 & 2 Use the results to allocate decodable reading books & spelling tasks. <p>Reporting</p> <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. 	<p>Foundation Early Reading Screen Present the relevant parts:</p> <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 <p>Foundation Spelling Screening</p> <ul style="list-style-type: none"> Present Stage 1 Target 1, 2 & 3. Use the results to allocate decodable reading books & spelling tasks. <p>Reporting</p> <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	<p>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.</p> <p>Reporting</p> <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>Foundation Early Reading Screen Repeat the relevant exercises (as above).</p> <p>Foundation Spelling Screening Present Stage 1 Target 1. Use the results to allocate decodable reading books & spelling tasks.</p> <p>Reporting</p> <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>Foundation Early Reading Screen Repeat the relevant exercises (as above).</p> <p>Foundation Spelling Screening Present Stage 1 Target 1 & 2 Use the results to allocate decodable reading books & spelling tasks.</p> <p>Reporting</p> <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>Term 4 Foundation Early Reading Screen Repeat the relevant exercises (as above).</p> <p>Foundation Spelling Screening Present Stage 1 Target 1, 2 & 3.</p> <p>Reporting</p> <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	<p>It is likely that the students acquiring skills slower than their peers will be requiring regular teaching and screening of pre-CVC skills:</p> <ul style="list-style-type: none"> Subtest 1b Blending Three Phonemes Subtest 2 Alphabet Sound Subtest 3 Segmentation Subtest 4 Alphabet Recall & Formation 	<p>It is likely that the students acquiring skills slower than their peers will be requiring regular teaching and screening of pre-CVC skills:</p> <ul style="list-style-type: none"> Subtest 1b Blending Three Phonemes Subtest 2 Alphabet Sound Subtest 3 Segmentation Subtest 4 Alphabet Recall & Formation <p>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.</p>	<p>It is likely that these students may be a term behind their peers. If this is the case screen CVC skills using:</p> <p>Foundation Early Reading Screen Present the relevant parts:</p> <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC <p>Foundation Spelling Screening</p> <ul style="list-style-type: none"> Present Stage 1 Target 1. 	<p>It is likely that these students may be a term behind their peers. If this is the case screen CVC & early digraph skills using:</p> <p>Foundation Early Reading Screen Present the relevant parts:</p> <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3: Stage 1 Target 2 <p>Foundation Spelling Screening</p> <ul style="list-style-type: none"> Present Stage 1 Target 1 and 2.
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