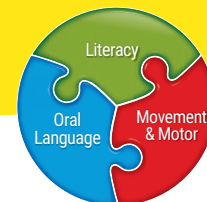




# Scheduling PLD Screening & Tracking in Year 1 & 2



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

## Screening & Tracking Low Ability

	Term 1	Term 2	Term 3	Term 4
By the end of Week 10	<p>For students who are slow to progress through Stage 1, present the relevant <a href="#">Difficulty Acquiring Stage 1</a> screen to establish a targeted plan for Term 2.</p> <p>Optional: Present the irregular HFW screen.</p>	<p>For students who are slow to progress through Stage 1, present the relevant <a href="#">Difficulty Acquiring Stage 1</a> screen to establish a targeted plan for Term 3.</p> <p>Optional: Present the irregular HFW screen.</p>	<p>For students who are slow to progress through Stage 1, present the relevant <a href="#">Difficulty Acquiring Stage 1</a> screen to establish a targeted plan for Term 4.</p> <p>Optional: Present the irregular HFW screen.</p>	<p>Optional: Present the irregular HFW screen.</p>