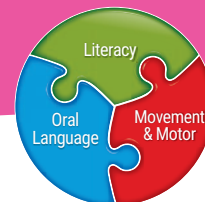




Scheduling PLD Screening & Tracking in Year 3, 4, 5 & 6



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.