

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 - Year 1 - All of Stage 1. - Year 2 - All of Stage 1 & 2. Reporting - 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 Scan here to learn more about the Phonics 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 - 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 - 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 - 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 - 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 - Year 1 - All of Stage 1 & 2. - Year 2 - All of Stage 1, 2 & 3. Reporting - 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 - Year 1 - All of Stage 1 & 2. - Year 2 - All of Stage 1, 2 & 3. Reporting - 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 - Year 1 - All of Stage 1 & 2. - Year 2 - All of Stage 1, 2 & 3. Reporting - 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. Scan here for recommendations 

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.