

Read It Again

KindergartenQ!

Implementation
Notes

Week 1 Lesson 1: Let's read to see what is happening

Book: *Mr McGee* by Pamela Allen

| Before and During Reading: Print Knowledge | | | |
|--|------|----------------------|-----|
| Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures. | | | |
| Date: | | Length of lesson: | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words for unfamiliar actions. | | | |
| Date: | | Length of lesson: | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 1 Lesson 2: Which words sound the same?

Book: *Mr McGee* by Pamela Allen

| Before Reading: Phonological Awareness | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share a rhyming pattern. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe the setting and characters of a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 2 Lesson 3: What do these words do?

Book: *Mr McGee and the Perfect Nest* by Pamela Allen

| Before and During Reading: Print Knowledge | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words which describe things and actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 2 Lesson 4: Can you hear the rhymes?

Book: *Mr McGee and the Perfect Nest* by Pamela Allen

| Before Reading: Phonological Awareness | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share a rhyming pattern. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe the setting and characters of a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 3 Lesson 5: Look at these new words.

Book: *Possum Goes to School* by Melanie Carter and Nicole Oram

| Before and During Reading: Print Knowledge | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words for unfamiliar objects. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 3 Lesson 6: Where is that possum?

Book: *Possum Goes to School* by Melanie Carter and Nicole Oram

| Before Reading: Phonological Awareness | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share a rhyming pattern. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe the setting and characters of a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 4 Lesson 7: Where do I read?

Book: *My Friend Duck* by Sara Acton

| Before and During Reading: Print Knowledge | | | |
|--|------|----------------------|-----|
| Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures. | | | |
| Date: | | Length of lesson: | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words representing spatial concepts. | | | |
| Date: | | Length of lesson: | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 4 Lesson 8: What happened in this story?

Book: *My Friend Duck* by Sara Acton

| Before Reading: Phonological Awareness | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share a rhyming pattern. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe the setting and characters in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 5 Lesson 9: Where are the characters in this story?

Book: *Mr McGee* by Pamela Allen

| Before and During Reading: Print Knowledge | | | |
|--|------|----------------------|-----|
| Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures. | | | |
| Date: | | Length of lesson: | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words representing spatial concepts. | | | |
| Date: | | Length of lesson: | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 5 Lesson 10: Rhyme with me.

Book: *Mr McGee* by Pamela Allen

| Before Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share a rhyming pattern. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe the settings and characters in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 6 Lesson 11: Which way do we read?

Book: *Mr McGee and the Perfect Nest* by Pamela Allen

| Before and During Reading: Print Knowledge | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To recognise the left-to-right and top-to-bottom directionality of print. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words which describe things and actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 6 Lesson 12: Creating Rhymes

Book: *Mr McGee and the Perfect Nest* by Pamela Allen

| Before Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share a rhyming pattern. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To describe one or more major events in the story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 7 Lesson 13: Action!

Book: *Possum Goes to School* by Melanie Carter and Nicole Oram

| Before and During Reading: Print Knowledge | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words for unfamiliar actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 7 Lesson 14: Blending syllables into words.

Book: *Possum Goes to School* by Melanie Carter and Nicole Oram

| | | | |
|---|-------------------|----------------------|-----|
| Before Reading: Phonological Awareness | | | |
| Learning Objective 1: To segment words into syllables and to blend syllables into words. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children’s engagement was: | High | Medium (variable) | Low |
| Most children’s success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners’ Ladder “Too Easy” strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners’ Ladder “Too Hard” strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To describe one or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children’s engagement was: | High | Medium (variable) | Low |
| Most children’s success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners’ Ladder “Too Easy” strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners’ Ladder “Too Hard” strategy. | | | |

Week 8 Lesson 15: Before and After

Book: *My Friend Duck* by Sara Acton

| Before and During Reading: Print Knowledge | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To recognize the left-to-right and top-to bottom directionality of print. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words representing time concepts. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 8 Lesson 16: More syllables!

Book: *My Friend Duck* by Sara Acton

| Before Reading: Phonological Awareness | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To segment words into syllables and blend syllables into words. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe one or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 9 Lesson 17: The words go this way!

Book: *With Nan* by Tania Cox & Karen Blair

| Before and During Reading: Print Knowledge | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To recognize the left-to-right and top-to bottom directionality of print. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words for unfamiliar actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 9 Lesson 18: Let's make words!

Book: *With Nan* by Tania Cox & Karen Blair

| Before Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To segment words into syllables and to blend syllables into words. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe one or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 10 Lesson 19: Track those words!

Book: *One Keen Koala* by Margaret Wild

| Before and During Reading: Print Knowledge | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To recognize the left-to-right and top-to bottom directionality of print. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words for unfamiliar actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 10 Lesson 20: What happened in this story?

Book: *One Keen Koala* by Margaret Wild

| Before Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To segment words into syllables and to blend syllables into words. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To identify and describe one or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 11 Lesson 21: What letters are in your name?

Book: *I'm Green and I'm Grumpy* by Alison Lester

| Before and During Reading: Print Knowledge | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words which describe things and actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 11 Lesson 22: Can you retell our story?

Book: *I'm Green and I'm Grumpy* by Alison Lester

| Before and During Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To segment words into syllables and to blend syllables into words. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To order three or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 12 Lesson 23: Learning new words.

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

| Before and During Reading: Print Knowledge | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words for unfamiliar actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 12 Lesson 24: What sound begins this word?

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

| Before Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share the same first sound. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| After Reading: Narrative | | | |
| Learning Objective 2: To order three or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 13 Lesson 25: Have you heard these words before?

Book: *With Nan* by Tania Cox & Karen Blair

| Before and During Reading: Print Knowledge | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To recognize the difference between letters and words. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words for unfamiliar objects. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 13 Lesson 26: Tell me a story.

Book: *With Nan* by Tania Cox & Karen Blair

| Before Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share the same first sound. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To order three or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 14 Lesson 27: How many do you have?

Book: *One Keen Koala* by Margaret Wild

| Before and During Reading: Print Knowledge | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words which describe objects. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 14 Lesson 28: Do you hear the first sound?

Book: *One Keen Koala* by Margaret Wild

| Before Reading: Phonological Awareness | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share the same first sound. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To order three or more major events in a story. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 15 Lesson 29: What are these colours?

Book: *I'm Green and I'm Grumpy* by Alison Lester

| Before and During Reading: Print Knowledge | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words that modify things and actions. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| ○ Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| ○ Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 15 Lesson 30: Listen to these sounds.

Book: *I'm Green and I'm Grumpy* by Alison Lester

| Before and During Reading: Phonological Awareness | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To identify when two words share the same first sound. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| | | | |
| During and After Reading: Narrative | | | |
| Learning Objective 2: To produce a fictional story that has a setting and characters. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 16 Lesson 31: I wonder how many you have!

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

| Before and During Reading: Print Knowledge | | | |
|---|-------------------|----------------------|-----|
| Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| During and After Reading: Vocabulary | | | |
| Learning Objective 2: To understand and use words that describe thinking processes. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |

Week 16 Lesson 32: Who and where?

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

| Before and During Reading: Phonological Awareness | | | |
|--|-------------------|----------------------|-----|
| Learning Objective 1: To produce a fictional story that has a setting and characters. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |
| After Reading: Narrative | | | |
| Learning Objective 2: To produce a fictional story that has a setting and characters. | | | |
| Date: | Length of lesson: | | |
| Overall..... | | | |
| Most children's engagement was: | High | Medium (variable) | Low |
| Most children's success was: | High | Medium (variable) | Low |
| What modifications were made to the activity? | | | |
| Which children seemed to do well? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Easy" strategy. | | | |
| Which children seemed to struggle and need more practice? | | | |
| <input type="checkbox"/> Tick if you used the Learners' Ladder "Too Hard" strategy. | | | |