

Preparation Timeline

June	<ul style="list-style-type: none"> • Order 1 A and 1 B textbooks (if applicable) • Order Home Reading bags for small books, letter books and SDLA Booklet • Order whiteboards and markers • Order flip chart(s) • Order benchmark kit(s) • Assign P1 teachers to the programme
July	<ul style="list-style-type: none"> • Consider the deployment of the NET • P1 teachers register for August and September CPD • Ensure school-based meeting times allow P1 teachers to attend CPD • Ensure co-planning is timetabled • Establish a print rich English Room (stationery, display, computer, visualiser) • Purchase a selection of Reading Aloud books • Download Reading Town 1 on tablets (if applicable)
August	<ul style="list-style-type: none"> • Prepare name tags • Co-plan <i>Hear We Go</i> • Prepare <i>Hear We Go</i> resources • Write scheme of work including UOW and GE lessons for the first term • Store delivered (non-PLP-R/W schools) or collected (PLP-R/W schools) resources in English room • Fax CA briefing application form and send CA to briefing in August • Inform parents of the date for the Space Town Parent workshop • Conduct the Space Town parent workshop (if possible) • Match students to book levels workshop (if needed) • Match students to book levels (if possible) • Arrange first visit date with AT • Print hard copies of UOW and GE support packages or download e-version
September	<ul style="list-style-type: none"> • Match students to book levels (continued) and record their reading levels • Co-plan <i>My Sister</i> • Prepare <i>My Sister</i> teaching resources • Prepare <i>My Sister</i> student booklets • Prepare <i>My Sister</i> GE student booklets • Conduct the parent workshop for Space Town and GE (if that has not been conducted in August) • Register for the October CPD • Send P1 teachers' timetables and school calendar to the AT
October	<ul style="list-style-type: none"> • Send P1 Space Town teachers to CPD • Produce assessment guidelines for summative assessment for the first term • Print hard copies of UOW and GE support packages or download e-version • Evaluate <i>My Sister</i> and analyse formative assessment data • Co-plan <i>My Friend, Oscar</i> • Prepare <i>My Friend, Oscar</i> teaching resources • Prepare <i>My Friend, Oscar</i> student booklets • Prepare <i>My Friend, Oscar</i> GE student booklets

November	<ul style="list-style-type: none"> • Order Guided Reading resources (books and magnetic letters) • Print hard copies of UOW and GE support packages or download e-version • Evaluate <i>My Friend, Oscar</i> and analyse formative assessment data • Co-plan <i>Grandma and the Birthday Cake</i> • Prepare <i>Grandma and the Birthday Cake</i> teaching resources • Prepare <i>Grandma and the Birthday Cake</i> student booklets • Prepare <i>Grandma and the Birthday Cake</i> GE student booklets
Jan & Feb	<ul style="list-style-type: none"> • Produce assessment guidelines for summative assessment for the second term • Print hard copies of UOW and GE support packages or download e-version • Evaluate <i>Grandma and the Birthday Cake</i> and analyse formative assessment data • Co-plan <i>A Paper Plate Mask</i> • Prepare <i>A Paper Plate Mask</i> teaching resources • Prepare <i>A Paper Plate Mask</i> student booklets • Prepare <i>A Paper Plate Mask</i> GE student booklets
March	<ul style="list-style-type: none"> • Evaluate <i>A Paper Plate Mask</i> and analyse formative assessment data • Co-plan <i>Where am I?</i> • Prepare <i>Where am I?</i> teaching resources • Prepare <i>Where am I?</i> student booklets • Prepare <i>Where am I?</i> GE student booklets
May	<ul style="list-style-type: none"> • Evaluate <i>Where am I?</i> and analyse formative assessment data • Co-plan <i>Fun Time at the Zoo</i> • Prepare <i>Fun Time at the Zoo</i> teaching resources • Prepare <i>Fun Time at the Zoo</i> student booklets • Prepare <i>Fun Time at the Zoo</i> GE student booklets
June	<ul style="list-style-type: none"> • Evaluate <i>Fun Time at the Zoo</i> and analyse formative assessment data • Match students to book levels again and record students' reading levels • Order additional levels of Guided Reading books