

Read It Again

*KindergartenQ!*

Implementation  
Notes

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

Book: *Mr McGee* by Pamela Allen

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words for unfamiliar actions.</b>			
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

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share a rhyming pattern.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe the setting and characters of a story.</b>			
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: *Colour for Curlews* by Renée Trembl

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words which describe things and actions.</b>			
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: *Colour for Curlews* by Renée Trembl

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share a rhyming pattern.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe the setting and characters of a story.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words for unfamiliar objects.</b>			
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 6: Where is that possum?

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

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share a rhyming pattern.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe the setting and characters of a story.</b>			
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: *Ben & Duck* by Sara Acton

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures.</b>			
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.			
<b>During and After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words representing spatial concepts.</b>			
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: *Ben & Duck* by Sara Acton

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share a rhyming pattern.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe the setting and characters in a story.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words representing spatial concepts.</b>			
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

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share a rhyming pattern.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe the settings and characters in a story.</b>			
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: *Colour for Curlews* by Renée Trembl

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognise the left-to-right and top-to-bottom directionality of print.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words which describe things and actions.</b>			
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: *Colour for Curlews* by Renée Trembl

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share a rhyming pattern.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To describe one or more major events in the story.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words for unfamiliar actions.</b>			
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

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To segment words into syllables and to blend syllables into words.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To describe one or more major events in a story.</b>			
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 15: Before and After

Book: *Ben & Duck* by Sara Acton

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognize the left-to-right and top-to bottom directionality of print.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words representing time concepts.</b>			
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: *Ben & Duck* by Sara Acton

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To segment words into syllables and blend syllables into words.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe one or more major events in a story.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognize the left-to-right and top-to bottom directionality of print.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words for unfamiliar actions.</b>			
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

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To segment words into syllables and to blend syllables into words.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe one or more major events in a story.</b>			
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: *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognize the left-to-right and top-to bottom directionality of print.</b>			
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.			
<b>After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words for unfamiliar actions.</b>			
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: *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To segment words into syllables and to blend syllables into words.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To identify and describe one or more major events in a story.</b>			
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 11 Lesson 21: What letters are in your name?

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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.</b>			
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.			
<b>During and After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words which describe things and actions.</b>			
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 11 Lesson 22: Can you retell our story?

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

<b>Before and During Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To segment words into syllables and to blend syllables into words.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To order three or more major events in a story.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.</b>			
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.			
<b>During and After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words for unfamiliar actions.</b>			
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 24: What sound begins this word?

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

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share the same first sound.</b>			
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.			
<b>After Reading: Narrative</b>			
<b>Learning Objective 2: To order three or more major events in a story.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To recognize the difference between letters and words.</b>			
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.			
<b>During and After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words for unfamiliar objects.</b>			
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

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share the same first sound.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To order three or more major events in a story.</b>			
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: *10 GREEN GECKOS* by Phillip Gywnne and Lloyd Foye

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.</b>			
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.			
<b>During and After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words which describe objects.</b>			
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: *10 GREEN GECKOS* by Phillip Gywnne and Lloyd Foye

<b>Before Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share the same first sound.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To order three or more major events in a story.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family.</b>			
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.			
<b>During and After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words that modify things and actions.</b>			
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 30: Listen to these sounds.

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

<b>Before and During Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To identify when two words share the same first sound.</b>			
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.			
<b>During and After Reading: Narrative</b>			
<b>Learning Objective 2: To produce a fictional story that has a setting and characters.</b>			
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

<b>Before and During Reading: Print Knowledge</b>			
<b>Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.</b>			
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.			
<b>During and After Reading: Vocabulary</b>			
<b>Learning Objective 2: To understand and use words that describe thinking processes.</b>			
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

<b>Before and During Reading: Phonological Awareness</b>			
<b>Learning Objective 1: To produce a fictional story that has a setting and characters.</b>			
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.			
<b>After Reading: Narrative</b>			
<b>Learning Objective 2: To produce a fictional story that has a setting and characters.</b>			
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.			