Precision Teaching

FREE Starter Pack

Print-ready materials for school staff

- Quick-start guide and staff checklist
- Target cards, word and phonics fluency materials
- Daily recording sheet and progress chart
- Worked example and intervention review

Free for classroom printing. Please retain attribution.

Pupil information must be stored securely under school policy.

precisionteaching.uk

Precision Teaching: quick-start guide

1. Choose one small, measurable skill. For example, reading a defined set of high-frequency words or answering number bonds to ten.

2. Establish a baseline. Use a short, consistent timed probe. Record correct responses and errors separately.

3. Teach and practise. Provide explicit teaching, feedback and brief, frequent opportunities to practise. A probe measures performance; it does not replace teaching.

4. Measure consistently. Keep the learning channel, materials and timing consistent when comparing results. Record date, duration and any relevant context.

5. Review the trend. Look at both correct responses and errors across sessions. If progress stalls, adjust the teaching or target rather than simply repeating the same task.

Converting to a one-minute rate: divide the count by the probe duration in minutes. For a 30-second probe, multiply by two; for a 2-minute probe, divide by two.

Important: The online app uses a conventional progress graph, not a Standard Celeration Chart. Consider a specialist chart when formal celeration analysis is required.

Precision Teaching staff checklist

Before starting

Check	Completed
Small, specific target agreed	■
Learning channel selected	■
Materials prepared and checked	■
Probe duration agreed	■
Baseline recorded	■
Teaching and practice planned	■
Pupil comfortable with task	■

At each session

Check	Completed
Same timing and response rules used	■
Correct responses and errors recorded	■
Brief teaching and feedback provided	■
Results entered or recorded securely	■

At review

Check	Completed
Trend and errors considered	■
Target or teaching adjusted if needed	■
Next review agreed	■

Precision Teaching target cards

Use one clear, observable target per card. Specify the stimulus, expected response and learning channel.

Target / skill	Stimulus / item	Expected response

Examples: See–Say: pupil sees “the” and says “the”. Hear-Write : adult says “ship” and pupil spells “ship”.

Keep the number of items manageable and review accuracy before increasing speed.

High-frequency word fluency cards

Print at actual size. Choose a small set of items the pupil is ready to practise. Model and teach unfamiliar items before timed assessment.

For each probe, present items in a consistent format, record correct responses and errors separately, and convert totals to responses per minute when the probe is not 60 seconds. Keep accuracy and confidence in mind; never use timed practice to introduce untaught material.

Cut along the cell borders for individual cards, or use the full grid as a practice sheet. Reorder cards between sessions to reduce memorisation of positions.

Reading channel: show each word and ask the pupil to say it. Check the word list against the pupil’s phonics knowledge and reading stage; these are examples, not a prescribed teaching sequence.

Set 1 · Early common words

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

the	and	a	to
I	in	is	it
you	of	he	was
on	are	as	with
his	at	be	this

Set 2 · Common words

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

that	have	from	or
one	had	by	but
not	what	all	were
we	when	your	can
said	there	use	an

Set 3 · More common words

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

each	which	she	do
how	their	if	will
up	other	about	out
many	then	them	these
so	some	her	would

Phonics word fluency cards

Print at actual size. Choose a small set of items the pupil is ready to practise. Model and teach unfamiliar items before timed assessment.

For each probe, present items in a consistent format, record correct responses and errors separately, and convert totals to responses per minute when the probe is not 60 seconds. Keep accuracy and confidence in mind; never use timed practice to introduce untaught material.

Cut along the cell borders for individual cards, or use the full grid as a practice sheet. Reorder cards between sessions to reduce memorisation of positions.

Check that pupils have been explicitly taught the grapheme–phoneme correspondences needed for the selected words. Use a different set for any spelling probe.

Set 1 · CVC short a / i

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

cat	mat	sat	pat
tap	map	cap	nap
pin	tin	sit	hit
lip	dip	fin	win
bit	kit		

Set 2 · CVC short o / e / u

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

dog	log	fog	pot
top	hop	hot	cot
hen	pen	ten	bed
red	fed	sun	run
fun	bun	cup	pup

Set 3 · Initial and final blends

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

stop	step	slip	spin
clap	clip	flag	flat
frog	grip	drum	drop
milk	hand	sand	tent
lamp	jump		

Daily Precision Teaching recording sheet

Pupil initials: _____ Target: _____

Learning channel: _____ Probe duration: _____ seconds

Date	Correct	Errors	Correct/min	Errors/min	Notes

Correct/min = correct ÷ duration in minutes. Errors/min = errors ÷ duration in minutes.

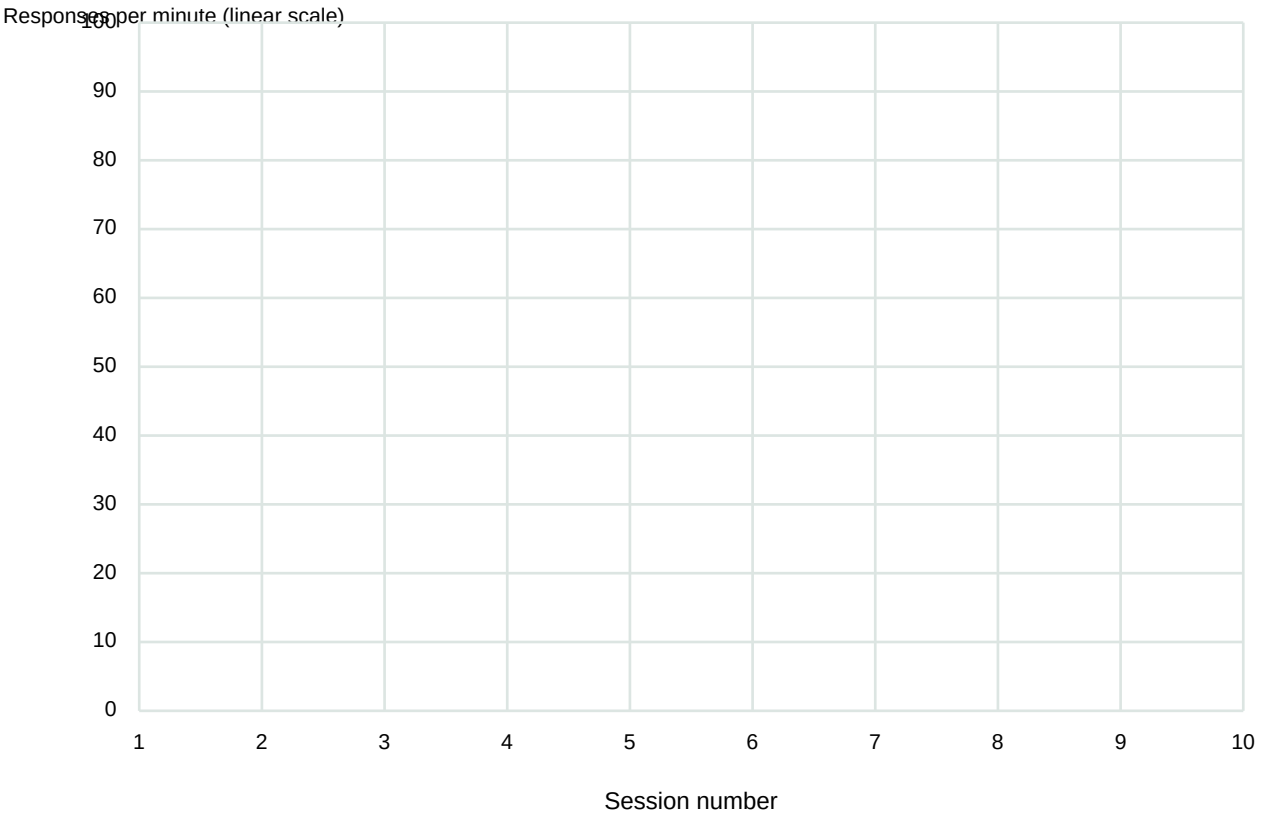
Keep this sheet securely according to your school’s information-handling policy.

Printable progress chart

Use one chart per target. Plot correct and error responses per minute after each probe. Write the probe duration and target on the chart. This is a simple linear progress chart, **not** a Standard Celeration Chart.

Pupil code: _____ Target: _____

Probe length: _____ Start date: _____



Key: Correct = _____ Errors = _____

Decision / next step: _____

_____

If values exceed 100 per minute, use a different scale rather than plotting outside this chart.

Worked example: spelling fluency

Illustrative, invented results: not a predicted rate of improvement.

Target: spell ten familiar high-frequency words. Probe: 30 seconds.

Learning channel: Hear-Write. The adult says each word; the pupil writes it.

Repeat the words as needed. Use the same scoring rules each session.

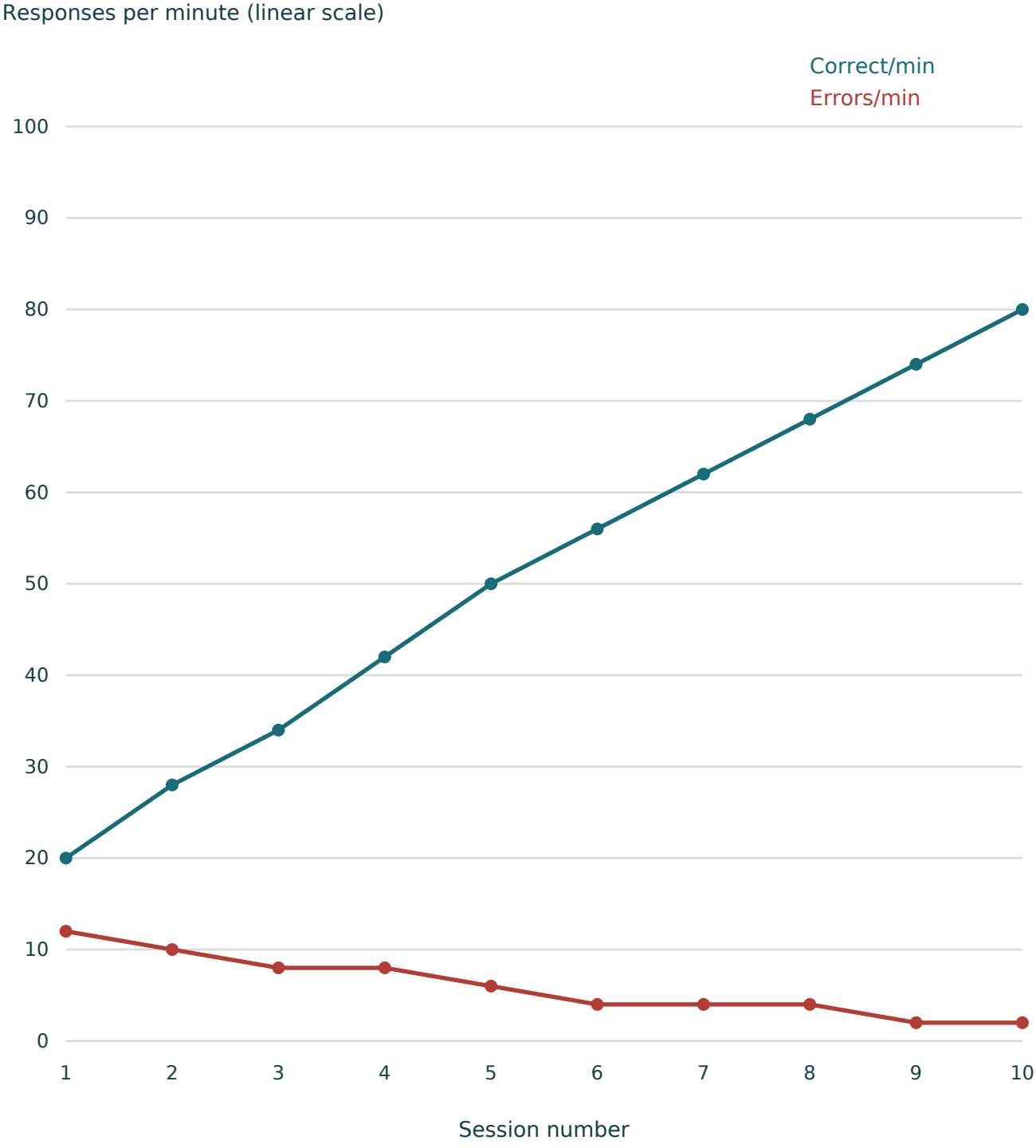
Raw counts are whole numbers. Rate per minute = count x (60 / seconds).

For a 30-second probe multiply each count by 2; for 2 minutes divide by 2.

Session	Correct in 30s	Errors in 30s	Correct/min	Errors/min
1	10	6	20	12
2	14	5	28	10
3	17	4	34	8
4	21	4	42	8
5	25	3	50	6
6	28	2	56	4
7	31	2	62	4
8	34	2	68	4
9	37	1	74	2
10	40	1	80	2

Session 1: 10 correct and 6 errors in 30 seconds = 20 correct/min and 12 errors/min.

Worked example: spelling fluency



Interpretation

Correct responses increase while errors reduce across these example sessions.

Check accuracy with the words outside the timed task before moving on.

Do not infer mastery from the graph alone.

Precision Teaching review sheet

Use this sheet to reflect on progress, accuracy and whether the skill transfers to normal classroom work.

Pupil code	_____
Target and learning channel	_____
Probe duration	_____
Sessions reviewed	_____
Initial correct / errors per min	_____
Recent correct / errors per min	_____
Classroom transfer evidence	_____
Pupil / staff observations	_____
Decision: continue, adapt, generalise	_____
Next teaching step	_____

Review prompts

Are correct responses becoming more fluent? Are errors reducing? Are results stable or variable? Does the pupil demonstrate the skill accurately without timing? Has the item set or probe method changed?

Notes: _____

_____

_____