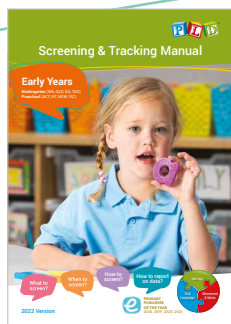
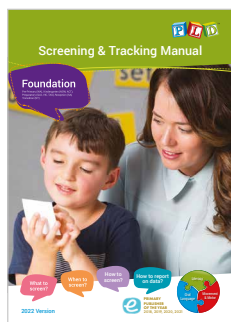


Connecting Pre-Literacy Skill Development with Early Literacy Skill Development

Option 1
(Detailed Version)



Early Years Screening & Tracking Manual



Foundation Screening & Tracking Manual

Early Years:

- Kindergarten (WA, QLD, SA, TAS)
- Preschool (ACT, NT, NSW, VIC)

Foundation:

- Pre-Primary (WA)
- Kindergarten (NSW, ACT)
- Preparatory (QLD, VIC, TAS)
- Reception (SA)
- Transition (NT)

Alphabet Knowledge

- Alphabet Sound Recall** (for reading)
- Letter Formation** (for spelling)

Group 1: s, a, t, p, i, n

Term

Group 2: c, h, r, e, m, d

Term

Group 3: g, l, f, o, u, b

Term

Group 4: z, x, w, v, q, k, j, y

Term

Recommended Programs

- Alphabet the Multisensory Way (CCalc/CCal),
- Letter Formation for Little People (Mlfc/Mlff)

Supporting

Decoding CVC Words

Reading CVC words on cards, in apps and decodable CVC reading books.

Recommended Programs

- First Reading Words (CCfrw)
- Decoding and Spelling Games - Stage 1 (Bsw1)

Term

Supporting

Spelling CVC Words and Writing Tasks

Spelling CVC words initially with Wikki Stix, then in writing.

Recommended Programs

- First Spelling Words (CCfsw)
- First Writing Activities (Mfwa)
- Decoding and Spelling Games - Stage 1 (Bsw1)

Term

Supporting

Phonological Awareness Skill 1 Syllabification

Recommended Programs

- Vocabulary and Syllable Time Set 1 and Set 2 (VST1 and VST2)

Term

Phonological Awareness Skill 2

Initial Sound Awareness

- Continuant Sound Awareness**
"Sun starts with a ... ?"
- Stop Sound Awareness**
"Table starts with a ... ?"

Recommended Programs

- Preparing for the Alphabet (CCpfa)

Term

Phonological Awareness Skill 3

Blending CVC Words

- Onset & Rime Blending**
"f" (pause) "an" makes the word?"
- Phonemic Blending**
"m" (pause) "a" (pause) "n" makes the word?"

Recommended Programs

- Learning to Blend Onset and Rime (L2B1)
- Learning to Blend Three Phonemes (L2B2)

Term

Phonological Awareness Skill 4

Segmentation Of CVC Words

What sounds are in the word 'log'?

Answer: "l - oh - g"

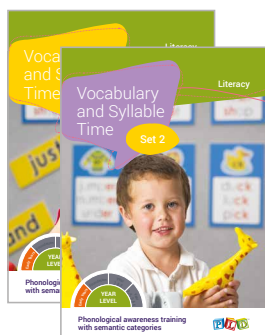
Recommended Programs

- Learning to Segment CVC Words (L2S)
- Preparing for Spelling (CCpfs)

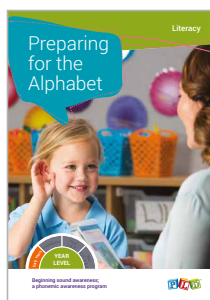
Term

Phonological Awareness Skills

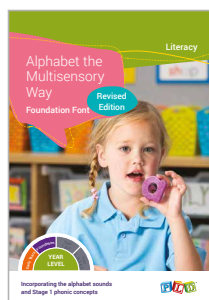
An oral language (speaking and listening) program should be run in conjunction with an early literacy program.



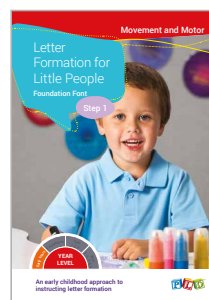
Vocabulary and Syllable Time - Set 1 and Set 2
Codes: L2B1 & L2B2



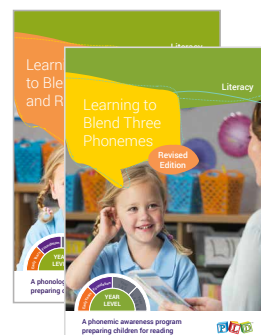
Preparing for the Alphabet
Code: CCpfa



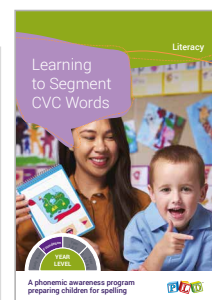
Alphabet the Multisensory Way
Code: CCAl
[foundation font]
CCAlc [cursive font]



Letter Formation for Little People
Code: Mlff
[foundation font]
Mlfc [cursive font]



Learning to Blend Onset and Rime
Learning to Blend Three Phonemes
Codes: L2B1 & L2B2



Learning to Segment CVC Words
Code: L2S

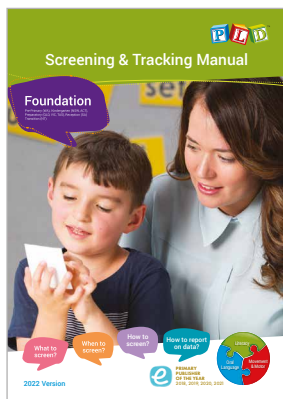


mail@pld-literacy.org Phone: (08) 9227 0846
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Connecting Pre-Literacy Skill Development with Early Literacy Skill Development

Option 2
(A Shortened Version)

Foundation Only: • Pre-Primary (WA) • Kindergarten (NSW,ACT) • Preparatory (QLD, VIC, TAS) • Reception (SA) • Transition (NT)



Foundation Screening & Tracking Manual

Alphabet Knowledge

- a) **Alphabet Sound Recall** (for reading)
b) **Letter Formation** (for spelling)

Group 1: s, a, t, p, i, n

Term

Group 2: c, h, r, e, m, d

Term

Group 3: g, l, f, o, u, b

Term

Group 4: z, x, w, v, q, k, j, y

Term

Recommended Programs

- Alphabet the Multisensory Way (CCalc/CCal)
- Letter Formation for Little People (Mlfc/Mlff)

Decoding CVC Words

Reading CVC words on cards, in apps and decodable CVC reading books.

Spelling CVC words initially with Wikki Stix.

Recommended Programs

- First Reading Words (CCfrw)
- First Spelling Words (CCfsw)

Term

Supporting

Spelling CVC Words and Writing Tasks

Explicit instruction of sight words through the 4 word attack strategies and regular writing practise.

Recommended Programs

- First Writing Activities (Mfwa)
- Decoding and Spelling Games - Stage 1 (Bsw1)

Term

Supporting

This scenario explicitly targets the direct pre-requisite skills for early reading, spelling and writing. Given the nature of this process, several specific Semester One implementation guidelines have been outlined below:

- On a daily basis, 4-6 intensive 5 minute whole class sessions will be necessary.
E.g. in the morning, before lunch and before the students go home and within periods of transition.
- For students with a history of ear infections, speech and language delays or who have a genetic predisposition for dyslexia, intensive support will be required. Rather than just whole class instruction, this group of students will require **regular** small group instruction. Utilise support within the classroom (e.g. Teacher or Education Assistants and Support Staff) for this targeted teaching.

Phonological Awareness Skill 3

Blending CVC Words

Teach both skills simultaneously

- a) **Onset & Rime Blending**
"f" (pause) "an" makes the word?"
- b) **Phonemic Blending**
"m" (pause) "a" (pause) "n" makes the word?"

Recommended Programs

- Learning to Blend Onset and Rime (L2B1)
- Learning to Blend Three Phonemes (L2B2)

Term

Phonological Awareness Skill 4

Segmentation Of CVC Words

What sounds are in the word 'log'?

Answer: "l - oh - g"

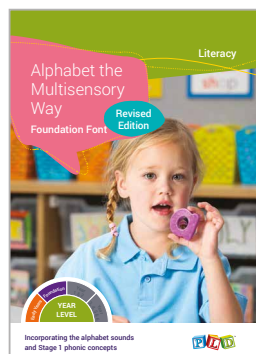
Recommended Programs

- Learning to Segment CVC Words (L2S)
- Preparing for Spelling (CCpfs)

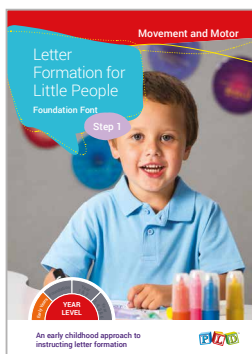
Term

Pre-Literacy Skills

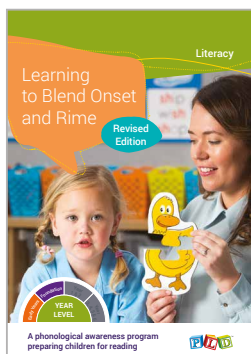
An oral language (speaking and listening) program should be run in conjunction with an early literacy program.



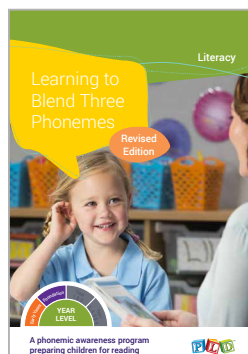
Alphabet the Multisensory Way
Code: CCAl [foundation font]
CCCalc [cursive font]



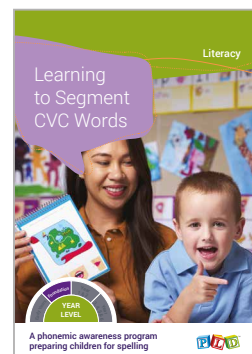
Letter Formation for Little People
Codes: Mlff [foundation font]
Mlfc [cursive font]



Learning to Blend Onset and Rime
Code: L2B1



Learning to Blend Three Phonemes
Code: L2B2



Learning to Segment CVC Words
Code: L2S



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