## Early Years Full Year Assessment Schedule

The following outlines are provided as a general overview from which schools can adapt their scheduling.

Early Years Pre-Literacy Screening Tool: [https://pld-literacy.org/early-years-pre-literacy-screening/](https://pld-literacy.org/early-years-pre-literacy-screening/)

### Term 1

<table>
<thead>
<tr>
<th>Week 1-6</th>
<th>Whole class &amp; small group explicit instruction of syllable segmentation.</th>
</tr>
</thead>
</table>

### Term 2

<table>
<thead>
<tr>
<th>Week 1-6</th>
<th>Whole class &amp; small group explicit instruction of initial sound awareness.</th>
</tr>
</thead>
</table>

### Term 3

| Week 1-6 | Whole class & small group explicit instruction of the following skills:  
• Recall and formation of alphabet sounds s, a, t, p, i & n.  
• Onset and rime blending. |
|----------|--------------------------------------------------------------------------------|

### Term 4

| Week 1-6 | Whole class & small group explicit instruction of the following skills:  
• Recall and formation of alphabet sounds groups 1 & 2 (or groups 1-3 for high ability students).  
• Onset and rime blending (or blending 3 sounds for high ability students). |
|----------|--------------------------------------------------------------------------------|

### Week 6 or 7

| 1-minute progress check:  
• Subtest 1: Syllable segmentation. |
|-----------------------------|

### Week 7-10

| Student results are entered into the PLD ‘cloud-based’ tracking sheets (and three targeted teaching groups established).  
Refer to the demonstration video below. |
|-------------------------------|

### Week 10

| Reassess the ‘focus group’ through the pre-presentation of the Subtest 1: Syllabification.  
The results for the ‘focus group’ are entered into ‘cloud-based’ tracking. |
|-----------------------------|

### Want to know how to establish a consistent screening and tracking process using the PLD Tracking Sheets? View the Early Years demonstration video here: [https://pld-literacy.org/consistent-screening-tracking/](https://pld-literacy.org/consistent-screening-tracking/)

Refer to pages 5-8 in the Whole School Literacy Strategy: [https://pld-literacy.org/wslp](https://pld-literacy.org/wslp)
Whole Year Scope and Sequence Overview

The following outlines are provided as a general overview from which schools can adapt the scheduling. While some of the children will progress faster and some slower, below is the plan for the bulk of the children.

<table>
<thead>
<tr>
<th>Term</th>
<th>Initial Sound Awareness</th>
<th>Blending: Onset &amp; Rime</th>
<th>Phonological Awareness</th>
<th>Phonics:</th>
<th>Letter Formation</th>
<th>Fine Motor Skills</th>
<th>Gross Motor Skills</th>
<th>Speaking in 4 Year Old Sentences</th>
<th>Parent Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Screen: Subtest 1 in the Early Years Pre-Literacy Screen.</td>
<td>Screen: Subtest 3 in the Early Years Pre-Literacy Screen.</td>
<td>Blending and Segmenting Syllables (with a focus on vocabulary).</td>
<td>Letter name focus and general familiarisation with the alphabet.</td>
<td>Trace the outlines of the child's first name; large letters.</td>
<td>Repeated practice of: Building block towers. Rolling play dough™ sausages. Threading large beads. Scissors – snipping activities.</td>
<td>Repeated practice of: Balance activities. Hopping on one foot. Jumping and landing activities. Ball kicking.</td>
<td>Transitions out the door verbalising repetitive grammatically correct simple sentences. E.g. My name is ... I am ... years old. I am wearing ... [colour or clothing].</td>
<td>In the parent session discuss the importance of oral language for literacy and academic success.</td>
</tr>
<tr>
<td>2</td>
<td>Screen: Subtest 2 in the Early Years Pre-Literacy Screen.</td>
<td>Screen: Subtest 4a in the Early Years Pre-Literacy Screen.</td>
<td>Initial Sound Awareness.</td>
<td>Alphabet sound recognition for the group 1 sounds; s, a, t, p, i, n.</td>
<td>Alphabet lower case recall &amp; formation for the group 1 sounds; s, a, t, p, i, n.</td>
<td>Repeated practice of: Making play dough™ flat pancakes. Scissors – cutting straight lines. Finger plays with songs. Pre-writing patterns.</td>
<td>Repeated practice of: Body strength and control activities – e.g. animal walks. Skipping. Ball bouncing.</td>
<td>Object description (or 'show and tell') based upon semantic vocabulary groups. The focus being naming the item and describing its main colours and distinctive components.</td>
<td>Commence the comprehension question program, by sending home a picture book each week with the associated PLD scripted question card.</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Progress Check: Subtest 3 in the Early Years Pre-Literacy Screen.</td>
<td>Term 4 Progress Check: Subtest 3 in the Early Years Pre-Literacy Screen.</td>
<td>Blending 3 phonemes (optional) for the able students or groups.</td>
<td>Alphabet sound recognition for the group 1 and 2 sounds; s, a, t, p, i, n and c, h, e, r, m, d.</td>
<td>Alphabet lower case recall &amp; formation for the group 2 sounds; c, h, e, r, m, d.</td>
<td>Repeated practice of: Rolling play dough™ balls. Scissors – cutting simple shapes. Colouring activities. Letter formation – c, h, e, r, m, d.</td>
<td>Repeated practice of: Body control activities – e.g. wheelbarrows. Catching large balls. Eye tracking activities.</td>
<td>Event-based news devised upon an event that occurred within the day and consisting of when? who? what? and where?</td>
<td>As children progress from letter naming to the sounds share with parents-pronouncing the alphabet sounds video.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Screen: Subtest 4b in the Early Years Pre-Literacy Screen.</td>
<td>Screen: Subtest 5a in the Early Years Pre-Literacy Screen.</td>
<td>Alphabet sound recognition for the group 1 and 2 sounds; s, a, t, p, i, n and c, h, e, r, m, d.</td>
<td>Alphabet lower case recall &amp; formation for the group 2 sounds; c, h, e, r, m, d.</td>
<td>Repeated practice of: Using 'tools' – toy hammer, nuts /bolts, squeeze toys. Scissors – cutting shapes. Dot-to-dots. Letter formation – c, h, e, r, m, d.</td>
<td>Repeated practice of: Picture book retells or activity retelling.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Foundation Full Year Assessment Schedule

The following outlines are provided to give schools an overview from which schools can adapt the scheduling.

- **Foundation Pre-Literacy Screening tool in Term 1 (or Semester 1):** [https://pld-literacy.org/foundation-pre-literacy-screening/](https://pld-literacy.org/foundation-pre-literacy-screening/)
- **Foundation Early Reading Profile (Term 2, 3 & 4):** [https://pld-literacy.org/early-reading-profile-foundation/](https://pld-literacy.org/early-reading-profile-foundation/)
- **Foundation Spelling Test (Term 2, 3 & 4):** [https://pld-literacy.org/placement-test/](https://pld-literacy.org/placement-test/)

#### Term 1

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole class &amp; small group explicit instruction</strong> of pre-literacy skills; alphabet sound recall, lowercase letter formation, phonemic awareness blending &amp; segmentation. For further detail refer to page 10 in <a href="https://pld-literacy.org/wslp/">https://pld-literacy.org/wslp/</a>.</td>
<td><strong>Whole class &amp; small group explicit instruction</strong> of pre-literacy skills; while systematically introducing CVC reading and spelling tasks. For further detail refer to page 10 in <a href="https://pld-literacy.org/wslp">https://pld-literacy.org/wslp/</a>.</td>
<td><strong>Whole class &amp; small group explicit instruction</strong> of CVC reading and spelling while systematically introducing Stage 1 Target 2 digraphs into reading and spelling. For further detail refer to page 11 in <a href="https://pld-literacy.org/wslp">https://pld-literacy.org/wslp/</a>.</td>
<td><strong>Whole class &amp; small group explicit instruction</strong> of reading and spelling groups organised at a Stage 1 Target 1, 2 and 3 level according to the screening. For further detail refer to page 11 in <a href="https://pld-literacy.org/wslp">https://pld-literacy.org/wslp/</a>.</td>
</tr>
<tr>
<td><strong>Week 1-6</strong></td>
<td><strong>Week 6 or 7</strong></td>
<td><strong>Week 7-10</strong></td>
<td><strong>Week 10</strong></td>
</tr>
</tbody>
</table>
| **2-minute progress check for each student in the class:** Foundation Pre-Literacy Screen:  
  - Subtest 1b - Phonemic awareness blending.  
  - Subtest 2a, 2b, 2c & 2d - Alphabet sound recall.  
  - Subtest 3 - Phonemic awareness segmentation.  
  - Subtest 4a, 2c & 2d - Alphabet recall and formation. | **Review skill development** through presentation of the:  
  - Ex 1 & 2 of the Foundation Early Reading Profile (if reading).  
  - Stage 1 Target 1 from the Phonic Sight Word Sequence Placement Screen (if spelling).  
  - The Foundation Pre-Literacy Screen is only to be presented to the ‘pre-literacy students’ who are not yet starting to decode words. | **Review skill development** through presentation of the:  
  - Ex 1, 2 & 3 of the Foundation Early Reading Profile (if reading).  
  - Stage 1 Target 1 & 2 from the Phonic Sight Word Sequence Placement Screen (if spelling).  
  - The Foundation Pre-Literacy Screen is only to be presented to the ‘pre-literacy students’ who are not yet starting to decode words. | **Review skill development** through presentation of the:  
  - Ex 1, 2 & 3 of the Foundation Early Reading Profile (if reading).  
  - Stage 1 Target 2 & 3 from the Phonic Sight Word Sequence Placement Screen (if spelling).  
  - The Foundation Pre-Literacy Screen is only to be presented to the ‘pre-literacy students’ who are not yet starting to decode words. |
| **Student results are entered into the PLD ‘cloud-based’ tracking sheets** (and three targeted teaching groups established). Refer to the demonstration video below. | **Student results are entered into the PLD ‘cloud-based’ tracking sheets** (and three targeted teaching groups established). Refer to the demonstration video below. | **Student results are entered into the PLD ‘cloud-based’ tracking sheets** (and three targeted teaching groups established). Refer to the demonstration video below. | **Student results are entered into the PLD ‘cloud-based’ tracking sheets** (and three targeted teaching groups established). Refer to the demonstration video below. |
| **Reassess the ‘focus group’ through the presentation of the Foundation Pre-Literacy Screen.** | **Reassess the ‘focus group’ through the presentation of the:**  
  - Foundation Pre-Literacy Screen if students are operating at a pre-literacy level  
  - Foundation Early Reading Profile if students are beginning to read. | **Reassess the ‘focus group’ through the presentation of the:**  
  - Foundation Pre-Literacy Screen if students are operating at a pre-literacy level  
  - Foundation Early Reading Profile if students are beginning to read. | **Reassess the ‘focus group’ through the presentation of the:**  
  - Foundation Pre-Literacy Screen if students are operating at a pre-literacy level  
  - Foundation Early Reading Profile if students are beginning to read. |

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**Want to know how to establish a consistent screening and tracking process using the PLD Tracking Sheets?** View the Foundation demonstration video here: [https://pld-literacy.org/consistent-screening-tracking/](https://pld-literacy.org/consistent-screening-tracking/)

Refer to pages 9-14 in the Whole School Literacy Strategy: [https://pld-literacy.org/wslp](https://pld-literacy.org/wslp)
Whole Year Scope and Sequence Overview

The following outlines are provided from which schools can adapt the scheduling. While some of the children will progress faster and some slower, below is the plan for the bulk of the children.

<table>
<thead>
<tr>
<th>Term</th>
<th>Phonemic Awareness</th>
<th>Phonics: Alphabet &amp; Digraphs</th>
<th>Letter Formation</th>
<th>High Frequency Words (HFW)</th>
<th>Structured Synthetic Phonics: Reading</th>
<th>Structured Synthetic Phonics: Spelling</th>
<th>Speaking in 5 Year Old Sentences</th>
<th>Parent Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blending 3 phonemes (for decoding). Segmentation of CVC words (for spelling). Screen: Subtest 1b &amp; Subtest 3 in the Foundation Pre-Literacy Screen.</td>
<td>Alphabet sound recognition (for reading). Group 1: a, e, i, o, u. Group 2: c, h, t, r, m, d Group 3: g, q, l, b Group 4: w, x, j, k, y. Screen: Subtest 2 in the Foundation Pre-Literacy Screen.</td>
<td>Repeated practice of group 1 and 2 alphabet sounds with letter shapes, starting points and verbal cues. Screen: Subtest 4 in the Foundation Pre-Literacy Screen.</td>
<td>n/a Until the students know all of the alphabet and have phonemic awareness skills teaching HFHW is premature.</td>
<td>Pre-reading preparation for the reading program. Refer to the phonemic awareness and alphabet section.</td>
<td>Pre-reading preparation for the spelling program. Refer to the phonemic awareness and letter formation section.</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Continue to develop phonemic awareness blending and segmentation skills. Continue to develop alphabet sound recall with a focus on speed of recall. Screen: Subtest 4 in the Foundation Pre-Literacy Screen.</td>
<td>Repeated practice of group 3 and 4 alphabet sounds with letter shapes, starting points and verbal cues. Screen: Subtest 4 in the Foundation Pre-Literacy Screen.</td>
<td>Regular HFHWs: at, it, in, on, from, and. Other HFHWs: the, a, i, is. Decoding regular CVC words in enlarged formats in games and cards. Decodable reading books commence.</td>
<td>n/a Spelling words should continue to consolidate CVC, CVC words while introducing CVCC and CCVC words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PA skills applied to the words presented in the reading and spelling tasks. Stage 1 Target 2 digraphs (two letters representing one sound) sh, ch, th (voiced), th (un-voiced), oo (long), oo (short), ee, ck, wh, and qu. Repeated practice of group 1 and 2 sounds with smaller letters, starting points, verbal cues and in the context for formation on lines. HFHWs (sound-out and stop and think) as, was, is, to, be, have of. HFHWs with digraphs. Reading material and tasks should consolidate CVC alphabet words while introducing CVC words with Stage 1 Target 1 digraphs. Screen: Stage 1 Early Reading Profile and typically exercise 1 and 2 only. Activity Retells recounted each week consisting of what was made? What was used? What were the steps?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>PA skills applied to the words presented in the reading and spelling tasks. Stage 1 Target 4 digraphs (two letters representing one sound) ar, or, er, ng while still revising the Stage 1 Target 2 digraphs sh, ch, th, oo, ee, ck, wh, qu. Repeated practice of group 3 and 4 sounds with smaller letters, starting points, verbal cues and in the context for formation on lines. Reading material and tasks should consolidate CVC, CVCC words with Stage 1 Target 1 digraphs while introducing CCVC and CVCC words. Screen: Stage 1 Early Reading Profile and typically exercise 1, 2 and 3 only. Narrative retells each week consisting of a beginning (when?) who? (what?) and a conclusion.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Year 1 & 2 Full Year Assessment Schedule

Each and every Year 1 and 2 class is different. The range in ability of students entering each class differs and the rate of progress each term will also differ. Each term it is important to establish the specific teaching and learning needs for each student and the class as a whole. This will involve a reading assessment to match suitable home and in-class reading material, as well as termly phonics-based spelling tests. The below quick placement tests are to be delivered to the whole class in one sitting. The spelling placement test will provide a clear indication of the specific phonics-based spelling instruction that is required within the term.

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| 1    | Present the PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 1.  
Revised ‘Phonic-based word study’ groups implemented on the basis of the end of Term 1 testing.  
Revised ‘Phonic-based word study’ groups implemented on the basis of the end of Term 2 testing.  
Revised ‘Phonic-based word study’ groups implemented on the basis of the end of Term 3 testing.  
Decodable reading book allocation on the basis of:  
• Year 1: Early Reading Profile.  
• Year 2: Early Reading Profile (for the students who still require decodable reading material).  
Decodable reading book allocation on the basis of:  
• Year 1: Early Reading Profile.  
• Year 2: Early Reading Profile (for the students who still require decodable reading material).  
Decodable reading book allocation on the basis of:  
• Year 1: Early Reading Profile.  
• Year 2: Early Reading Profile (for the students who still require decodable reading material).  
Decodable reading book allocation on the basis of:  
• Year 1: Early Reading Profile.  
• Year 2: Early Reading Profile (for the students who still require decodable reading material).  
| 2    | Explicit teaching phase  
As outlined on pages 17 & 18 of the Whole School Literacy Plan.  
https://pld-literacy.org/wslp/  
Explicit teaching phase  
As outlined on pages 17 & 18 of the Whole School Literacy Plan.  
Explicit teaching phase  
As outlined on pages 17 & 18 of the Whole School Literacy Plan.  
Explicit teaching phase  
Standardised spelling age to be calculated, to determine if students made a 12 month increase in their skills and how their spelling relates to their chronological age.  
| 3-9  | Present the End of Term 1  
PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 10.  
Present the End of Term 2  
PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 10.  
Present the End of Term 3  
PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 10.  
Prepare information for handover to next year’s teachers.  
| 10   |  |

Want to know how to establish a consistent screening and tracking process using the PLD Tracking Sheets? View the Year 1 & 2 demonstration video here:  
https://pld-literacy.org/consistent-screening-tracking/  
Refer to pages 15-20 in the Whole School Literacy Strategy:  
https://pld-literacy.org/wslp/
### Year 3, 4, 5 & 6 Full Year Assessment Schedule

Each and every middle and upper class is different. The range in ability of the students entering each class differs and the rate of progress each term will also differ. Each term it is important to establish the specific teaching and learning needs for each student and the class as a whole. The below relatively quick placement test is to be delivered to the whole class. The spelling placement test will provide a clear indication of the specific phonic based spelling instruction that is required within the term.

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| 1    | Present the PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 1. | Revised ‘Phonic-based word study’ groups implemented on the basis of the end of Term 1 testing. | Revised ‘Phonic-based word study’ groups implemented on the basis of the end of Term 2 testing. | Revised ‘Phonic-based word study’ groups implemented on the basis of the end of Term 3 testing. |
| 2-9  | Explicit teaching phase  
As outlined on page 22 of the Whole School Literacy Plan. [https://pld-literacy.org/wislp/](https://pld-literacy.org/wislp/) | Explicit teaching phase  
As outlined on page 22 of the Whole School Literacy Plan. [https://pld-literacy.org/wislp/](https://pld-literacy.org/wislp/) | Explicit teaching phase  
As outlined on page 22 of the Whole School Literacy Plan. [https://pld-literacy.org/wislp/](https://pld-literacy.org/wislp/) | Explicit teaching phase  
Standardised spelling age to be calculated, to determine if students made a 12 month increase in their skills and how their spelling rate to their chronological age. |
| 10   | Present the End of Term 1 PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 10. | Present the End of Term 2 PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 10. | Present the End of Term 3 PLD Placement Test  
Student results to be entered onto ‘cloud-based’ tracking by close of Week 10. | Prepare information for handover to next year’s teachers. |

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**Want to know how to establish a consistent screening and tracking process using the PLD Tracking Sheets?** View the Year 3, 4, 5 & 6 demonstration video here: [https://pld-literacy.org/consistent-screening-tracking/](https://pld-literacy.org/consistent-screening-tracking/)

Refer to pages 21-23 in the Whole School Literacy Strategy: [https://pld-literacy.org/wislp](https://pld-literacy.org/wislp)