# Whole School Literacy Plan for Australian Primary Schools

**An AUSPELD recommended evidence-based Structured Synthetic Phonics (SSP) program**

What to teach?

When to screen?

How to cater for the range in ability?

Literacy
Oral Language
Movement & Motor

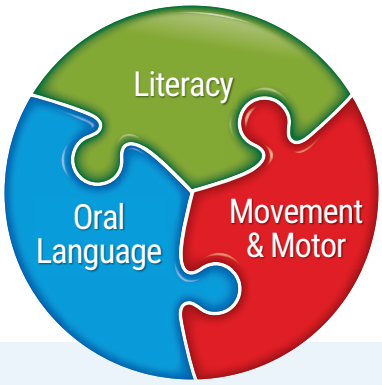
PRIMARY PUBLISHER OF THE YEAR
2018, 2019, 2020, 2021

www.pld-literacy.org

# About PLD

PLD provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD's SSP approach extends from the early years through to upper primary years, thereby facilitating a whole school approach.

PLD's method is derived from the disciplines of speech pathology, occupational therapy and education. As an Australian publisher and professional development provider, PLD advocates that literacy and learning outcomes are maximised for children when their **Literacy**, **Oral Language** and **Movement & Motor** skills are targeted.




# What is the PLD Approach?

## Literacy

"The capacity to read and spell accurately and fluently is dependent on knowledge of the phoneme-grapheme relationships underpinning English orthography. The body of knowledge (phonics) needs to be taught systematically, sequentially, cumulatively and on a daily basis – to the point of automaticity" (DSF Bulletin, Volume 58:2022).

## Oral Language

Oral language refers to the act of speaking and listening. The main components for the oral language skill set includes word knowledge (vocabulary); sentence structure (grammar); language understanding (semantic and comprehension ability); and structured thinking (or the ability to elaborate, organise and sequence thoughts).

While poor oral language skills do not prevent children from reading, the long-term impact is concerning. By middle primary school, when both the curriculum and reading material increase in difficulty, a significant number of students will struggle to keep up with the demands of the curriculum if they have poorly developed language skills.

## Movement & Motor

The way students organise their body and use their muscles to respond to what they hear is a big part of literacy & learning. Often a physical response is required. A classic example is the ability to follow instructions and compose a written response. A range of physical skill development supports the functioning within a classroom and includes fine motor skills such as pencil grip, cutting skills, letter formation and handwriting.

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# The Evidence-Base for PLD

Evidence-based teaching is now the norm within Australian schools. For education standards to meet national and international benchmarks, schools need to invest in programs that are supported by research.

PLD's Structured Synthetic Phonics (SSP) approach is based on international research and PLD's resources are upgraded as new research becomes available. In addition, PLD's programs are independently assessed by third party researchers. This research shows that when PLD programs are used by educators and provided with PLD training, significant and measurable differences occur.

Read PLD's evidence-base in its entirety at https://pld-literacy.org/evidence-base-for-pld/

## Underpins High Performance

The 2015 Education Department of WA study, conducted by Professor William Louden, selected nine top performing schools based on their NAPLAN results and reviewed their processes. The report, "High Performing Primary Schools: What do they have in common?" noted key characteristics amongst the nine schools. These included lower variation in teaching methods, and the use of explicit teaching strategies for teaching phonological awareness and phonics.

Among the mandated resources utilised within these schools were synthetic phonics resources. PLD's programs were commonly used in the schools investigated.

Louden found that high performing schools used explicit teaching strategies for teaching phonological awareness and phonics through a structured synthetic phonics program.

*"Synthetic phonics is a systematic approach to teaching reading by beginning with sounds (phonemes) and blending (synthesising) these sounds to make words. All of the case study schools have implemented synthetic phonics programs in the early years…PLD Literacy and Learning… teach{es} phonemes (letter and digraph sounds), letter formation, blending of sounds together to form new words, segmenting sounds to read and write new words, and teaching specific 'tricky words' with irregular spelling." (Page 20-21 of the report).*

## Literacy Improvements in Remote Schools

In 2011, Speech Pathology Australia wrote a case study on the significant progress shown in a remote school. Students went from non-readers to readers very rapidly once alphabet sounds and phonemic awareness was systematically targeted using PLD's approach to literacy instruction.

Before the PLD program was introduced, 100% of the junior primary students were assessed as being 'non-readers', At the end of the first year of the program this was reduced to 64%. In addition, only 25% of the primary students were reading within one year of their reading age before the program, in comparison to 86% after the first year.

## Supporting Children with Learning Challenges

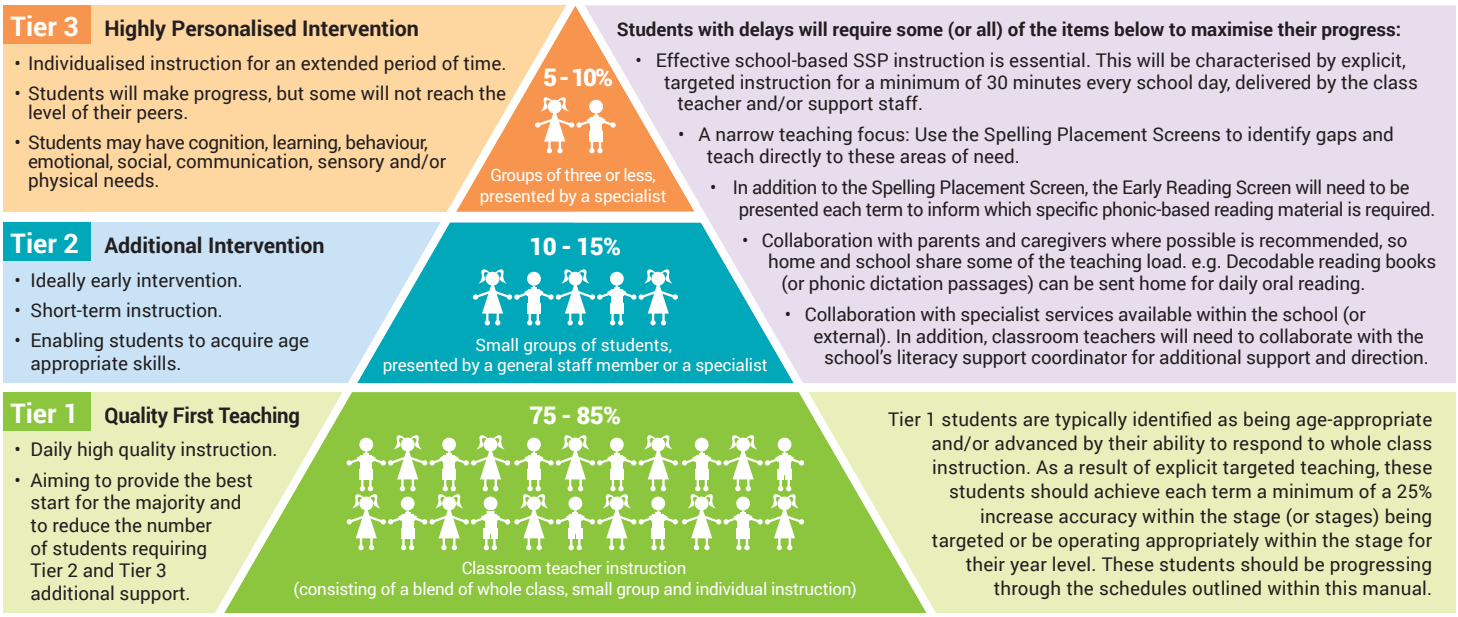
AUSPELD is a national body comprised of state SPELD associations, and a recognised Global Partner of the International Dyslexia Association. It provides recommendations of evidence-based programs that are supported by research linking them to improved academic results.

AUSPELD recommends PLD's literacy range for the systematic sequence of teaching synthetic phonics. This included phoneme-grapheme teaching, reading and writing (dictation) activities, and the introduction of high frequency, phonetically irregular words.

In 2022, Dyslexia-SPELD Foundation included PLD in their list of recommended evidence-based programs.

## Structured Synthetic Phonics Teaching

### The Three Tier Approach to SSP Implementation: Catering for the Range in Ability in Middle & Upper Primary




*AUSPELD recommends a three tier approach to implementing Structured Synthetic Phonics in schools. PLD is identified as a recommended Tier 1 (whole class) program and a Tier 2 (small group) evidence-based Structured Synthetic Phonics program.*

# Early Years
## Targeting Pre-Literacy Skills

## PHONOLOGICAL AWARENESS

### Term 1

Phonological Awareness Skill 1: **Syllable Blending & Segmentation**

- *Two and three syllable words*

**Explicit Instruction**

Over Weeks 1-10 of Term 1, teach the skill of syllable blending & segmentation. This will consist of whole class and small group work.

Typically, children require three or four three minute instruction sessions each day.

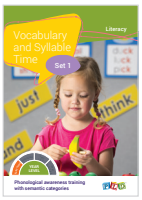
**Progress Check**

In Week 6, review skill development with the presentation of Subtest 1 in the Early Years Pre-Literacy Screen.

**Catering for the Range in Ability**

Using the data collected, establish three targeted teaching groups and schedule small group sessions with a more specific focus. For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to next skill. For the children who have not yet acquired the skill, regular short targeted sessions are a priority.

Vocabulary & Syllable Time:




Set 1 - Code: Vst1

Set 2 - Code: Vst2

### Term 2

Phonological Awareness Skill 2: **Initial Sound Awareness**

- *Continuant Sound Awareness*
- *Stop Sound Awareness*

**Explicit Instruction**

Over Weeks 1-10 of Term 2, teach the skill of initial continuant sounds ("SSSSun starts with a ... ?") and initial stop sounds ("Table starts with a ..?"). Typically students require three or four instruction sessions each day. This should be delivered to the whole group and within small group rotations.

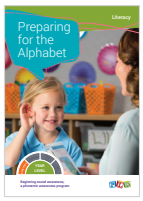
**Progress Check**

In Week 6, following the intensive instruction period, review skill development through the presentation of Subtest 2 in the Early Years Pre-Literacy Screen.

**Catering for the Range in Ability**

Using the data collected, adjust the targeted teaching groups. For the children (i.e. 80-100%) who have acquired the skill, continue to consolidate and progress to next skills. For children who have not acquired the skill, targeted sessions will be required.

Preparing for the Alphabet:

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### Term 3

Phonological Awareness Skill 3: **Blending**

*Term 3:*

- *Onset and Rime Blending*

**Explicit Instruction**

Over Weeks 1-10 in Term 3, schedule regular whole group and small group onset and rime blending instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day, in addition to whole class and small group teaching time.

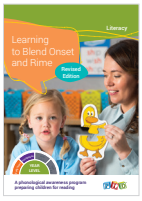
**Progress Check**

In Week 6, review blending onset and rime skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

**Catering for the Range in Ability**

Using the data collected, refine the three ability groups and schedule small group targeted sessions. For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill. For children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Onset and Rime:

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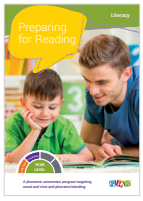
Preparing for Reading:




Code: CCpfr

### Term 4

Phonemic Awareness Skill 3: **Blending**

*Term 4:*

- *Three Phoneme Blending*

**Explicit Instruction**

Over Weeks 1-10 in Term 4, schedule regular whole group and small group blending three phoneme instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day, in addition to whole class and small group teaching time.

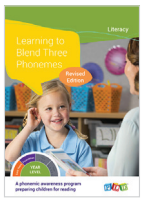
**Progress Check**

In Week 6, review three phoneme blending skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

**Catering for the Range in Ability**

Using the data collected, refine the three ability groups and schedule small group targeted sessions. For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill. For children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Three Phonemes:




Code: L2B2

## ALPHABET

**Option 1:** Teach alphabet sounds in Semester 2 (as per the outline below).

**Option 2:** Bring alphabet sound teaching forward. Commence teaching the alphabet from Term 2 in conjunction with initial sound awareness.

### Term 3 (Option 1) Term 2 (Option 2)

**Alphabet Sound Knowledge (lower-case letter focus)**

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

*Term 3 Week 1-7:*

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

*Term 3 Week 8-10:*

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

**Explicit Instruction**

Over Weeks 1-10, teach the six alphabet sounds in Group 1. Typically, children require four three minute instruction sessions each day. It is important to also integrate corresponding letter formation introduction for these sounds, so when learning to recognise the sounds children are simultaneously learning to write the sounds.

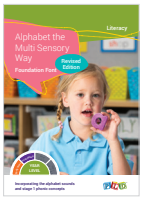
**Progress Check**

In Week 6 screen Group 1 sounds using Subtest 4a/b and 5a/b in the Early Years Pre-Literacy Screen.

**Catering for Range in Ability**

Using the data collected, adjust the ability groups. For the children who have acquired Group 1 sounds (i.e. 5/6 or 6/6), continue to target Group 1 sounds while progressing onto Group 2 sounds. For the children who are not acquiring alphabet sounds at the pace of their peers, schedule regular targeted sessions.

Alphabet the Multi Sensory Way:




Code: Ccal/Ccalc

### Term 4 (Option 1) Term 3 (Option 2)

**Alphabet Sound Knowledge (lower-case letter focus)**

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

*Term 4 Week 1-4:*

- *Group 1 & 2: s, a, t, p, i, n, c, h, e, r, m, d*

*Term 4 Week 5-10:*

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

**Explicit Instruction**

Over Weeks 1-10, consolidate Group 1 sounds and teach the 6 alphabet sounds in Group 2. Typically, children require four three minute instruction sessions each day. It is important to also integrate the corresponding letter formation instruction.

**Progress Check**

In Week 6 screen alphabet sounds covered using Subtest 4b/c and 5b/c in the Early Years Pre-Literacy Screen.

**Catering for Range in Ability**

Continue targeting alphabet sound skills at a whole class and small group level until the end of the year. Some children will be close to decoding as they have learned many of the alphabet sounds and can blend.

Letter Formation for Little People

Code: Mlff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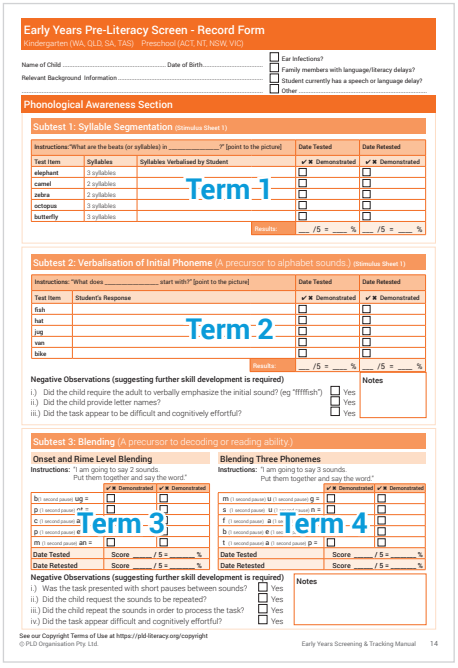
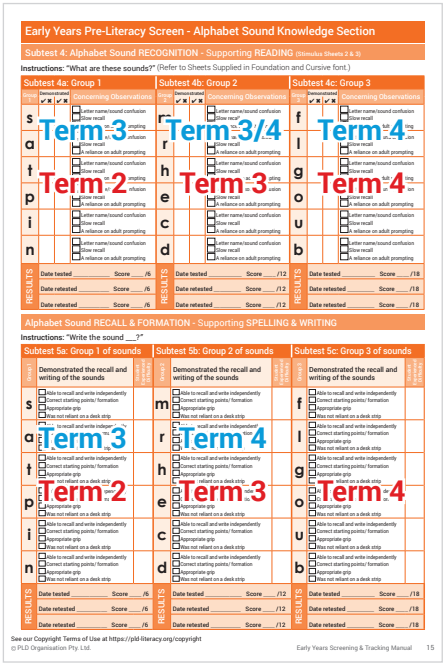
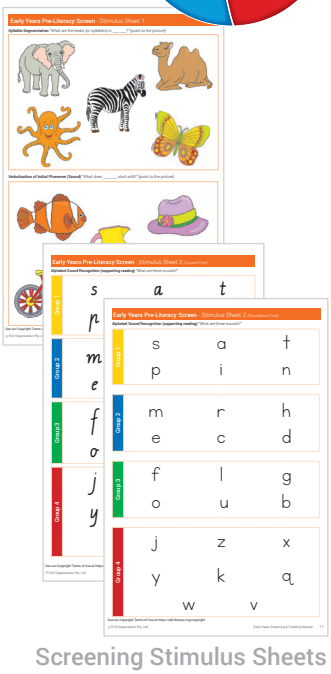
# Early Years
## Screening Pre-Literacy Skills

Downloadable Early Years Screening & Tracking Manual.




Downloadable Student Record Forms




Screening Stimulus Sheets

- **Blue = Option 1** outlined on page 4.
- **Red = Option 2** outlined on page 4.

## Reporting on Pre-Literacy Skill Development

The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the Early Years Teaching Sequence Manual with the Early Years Screening & Tracking Manual. Through mid and end of term progress checks, children's abilities are plotted onto the Tracking Sheets.

Teachers are directed to create three groups, which form the basis of the PLD classroom implementation. This process enables the classroom teacher to report on the skill development of the class and simultaneously establish a teaching plan.

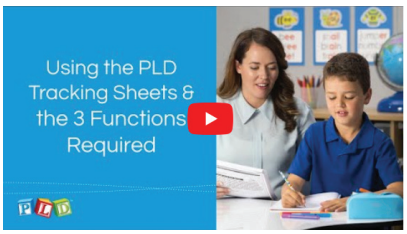
| Download the Early Years Screening & Tracking Manual, the Early Years Teaching Sequence Manual | | Syllable Segmentation | | | Initial Sound verbalisation | | Group 1: satpin sounds | | Onset & Rime Level Blending | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Score /5 = % | | | Score /5 = % | | Score /6 | | Score /5 = % | |
| First Name | Notes | Term 1: Week 6 | Retested in Week 10 if below 80% | Teach & retest | Term 2: Week 6 | Retested in Week 10 if below 80% | Term 3: Week 6 | Retest in week 10 if below 5/6 | Term 3 week 6 or 7 | Retest in week 10 if below 80% |
| | | Learning Focus: Vocabulary and syllabification development. | | | | | | | | |
| | EALD | 0% | 0% | | | | | | | |
| | EALD | 0% | 0% | | | | | | | |
| | | Learning Focus: Further development of initial sound awareness in conjunction with alphabet sound le | | | | | | | | |
| | | 100% | | | 20% | | | | | |
| | EALD | 80% | 100% | | 20% | | | | | |
| | EALD | 60% | 100% | | 40% | | | | | |
| | | 80% | 100% | | 40% | | | | | |
| | | 60% | 100% | | 60% | | | | | |
| | | Learning Focus: Ready for alphabet (satpin) & onset & rime blending. | | | | | | | | |
| | | 80% | 100% | | 80% | | | | | |
| | EALD | 80% | 100% | | 100% | | | | | |
| | | 100% | | | 80% | | | | | |
| | | 100% | | | 100% | | | | | |
| | | 100% | | | 100% | | | | | |
| | | 100% | | | 100 % | | | | | |
| | | 100% | | | 100% | | | | | |

**An Example of the Class Profile with Three Targeted Teaching Groups:** This serves to report on student skill development and communicates the term's teaching plan.

## Essential Viewing

Tracking sheet support videos are located within "Step 4" in the Getting Started in the Early Years section of the website.

The videos aim to build confidence and skill with the use of the spreadsheets.



**Term 1 Tips:** https://www.youtube.com/watch?v=YD6gb4_kWqA&t=186s

**Term 2 Tips:** https://www.youtube.com/watch?v=VJaccXXSEt8

**Term 3 Tips:** https://www.youtube.com/watch?v=vJcih5lQHvc

**Term 4 Tips:** https://www.youtube.com/watch?v=crBFXTn2zXA

# Early Years
## Targeting Oral Language Skills

### Whole Class Instruction (5-10 minutes each day) Speaking in Grammatically Correct & Lengthy Sentences

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|
| **Simple Sentence Construction** | **Object Description or 'Show and Tell'** | **Event-Based News** | **Activity Retells** (Option 1) |
| **Explicit Instruction**<br>Use transition times to practice verbalising repetitive sentences segmented into words.<br>For example, when transitioning out the door, each child steps through a series of hoops saying...<br>• My name is ____.<br>• I am ____years [insert age].<br>• My favourite colour is____.<br>• I am wearing____ [insert clothing].<br>• I like eating_____ [insert fruit].<br><br>In addition read repetitive books from the recommended picture book list which can be downloaded at:<br>https://pld-literacy.org/product/recommended-reading-books-for-the-early-years<br>These simple repetitive picture books facilitate the development of vocabulary and grammar. Repeated readings of these simple texts is recommended. | **Explicit Instruction**<br>Schedule daily short 5-10 minute sessions. Rather than students bringing an object from home, the descriptions are recommended to be based upon the following semantic groups.<br>For example schedule descriptions based upon:<br>• Week 1 & 2: Farm animals.<br>• Week 3 & 4: Furniture and items found around the home.<br>• Week 5 & 6: Zoo animals.<br>• Week 7 & 8: Transport.<br>• Week 9 & 10: Items brought in from home.<br><br>Program: Mn4 | **Explicit Instruction**<br>Schedule daily short sessions focused upon an event that occurred during the day. The sentence outlining the event should consist of:<br>Who? What? When? Where?<br>For example:<br>• This morning we did activities at the tables.<br>• Today all the children did a painting of an animal.<br>• This morning we all cooked biscuits in the oven.<br>• After lunch we walked to the library.<br>• Today all the kids went to assembly.<br><br>Program: Mn4 | Schedule weekly activity retell sessions. The retell should be based upon a motor, simple art or cooking session and should consist of:<br>Made/Did? Used? Then? And then?<br>**Programs: Ar35/Mn4**<br><br>**Picture Book Retelling** (Option 2)<br>Schedule weekly short sessions which retell familiar picture books. Retells consist of a beginning, two or three events and an ending. Focus on one book each fortnight<br><br>Program: Pbr4 |

**Small Group Programs** (specifically for students with language delays)
- 10 Minute Language Games - Code: 10m4
- Semantic Scenes & Questioning - Code: Sem4

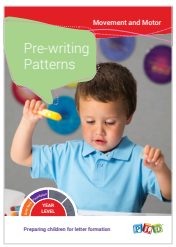
**Home Programs:** Comprehension Questions - Code: Mc3/Mc4

# Early Years
## Targeting Movement & Motor Skills

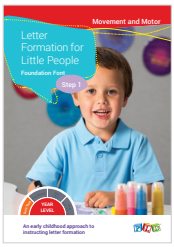
### Preparing for Letter Formation

### Letter Formation Learning (linked to phonic learning)

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|
| **Pre-Writing Patterns** | **Pre-Writing Patterns** | **Group 1: s, a, t, p, i, n** | **Group 2: c, h, e, r, m, d** |
| Week 1-3<br>Sideways, sideways, left to right<br>Week 4-6<br>Circles, drawn forwards and backwards<br>Week 7-9<br>Up and overs | Week 1-3<br>Tall lines and short lines<br>Week 4-6<br>Zig zags<br>Week 7-9<br>Down and unders/ Down, back and unders | **Explicit Instruction**<br>Over the term instruct s, a, t, p, i ,n letter formation to the whole group.<br>Explicitly teach:<br>• starting points.<br>• verbal cues.<br>• how the letters are formed.<br><br>As follow-up in small group activities present A3 template sheets with students standing. This helps stablise the wrist and shoulder.<br><br>Progress to A4 sized letters and children in a seated position, forming letters from a correct starting point while verbalising 'verbal cues'. | **Explicit Instruction**<br>Over the term instruct c, h, e, r, m, d letter formation to the whole group.<br>Explicitly teach:<br>• starting points.<br>• verbal cues.<br>• how the letters are formed.<br><br>As follow-up in small group activities present A3 template sheets with students standing. This helps stablise the wrist and shoulder.<br><br>Progress to A4 sized letters and children in a seated position, forming letters from a correct starting point while verbalising 'verbal cues'. |




Pre-writing Patterns - Code: Mpw




Letter Formation for Little People: Step 1 - Code: Mlff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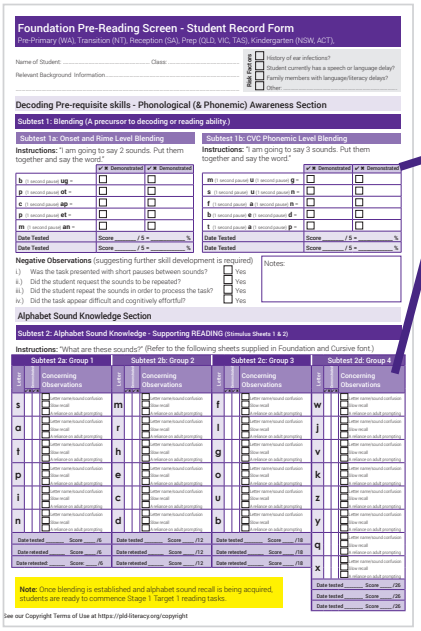
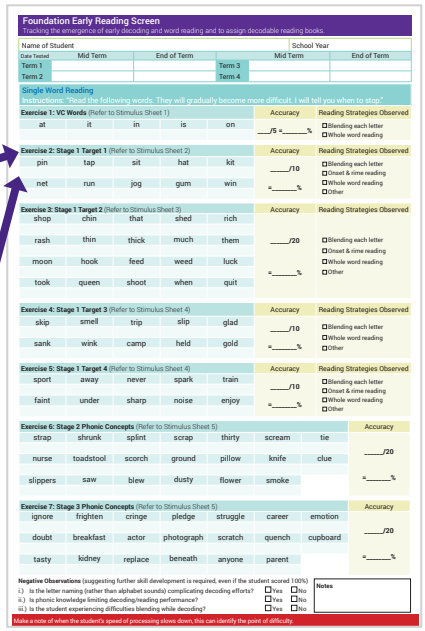
# Foundation
## Early Literacy Skills Screening

**The Foundation Pre-Reading Screen** tracks the precursors of decoding (ie: blending the alphabet sounds).

**The Foundation Early Reading Screen** is designed to track the development of decoding and word reading with increasingly complex phonics. This information will highlight the areas requiring targeted teaching and will also assist in the allocation of decodable reading material.

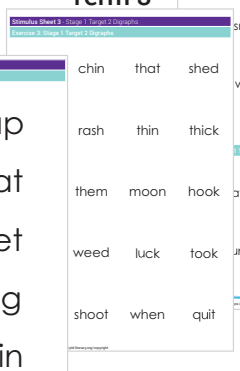
### Term 1




### Term 2

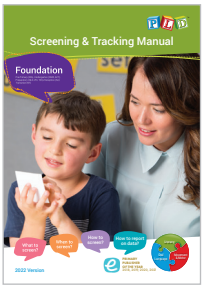
### Term 3




### Term 4

[Downloadable Foundation Screening & Tracking Manual]

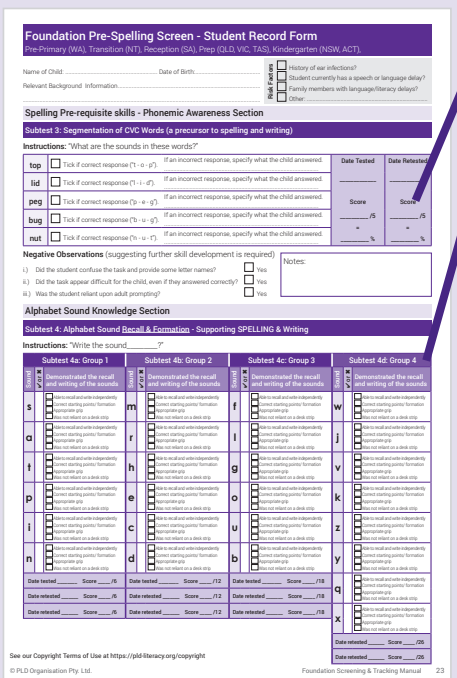
**Always commence the Reading Screen from exercise 1 & 2 each term.**

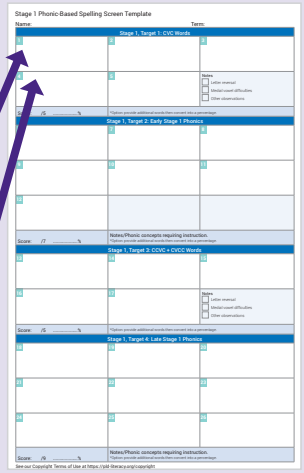



**The Foundation Pre-Spelling Screen** tracks the precursors of spelling (ie: phonemic segmentation and alphabet recall and formation).

**The Foundation Spelling Screens** are designed to track the emergence of spelling. The screens can be used to track skill development each term and to assist in planning of targeted teaching and allocation of spelling levels.

### Term 1




Student Record Form

**Always commence spelling screening from the CVC level each term**

### Term 2

| Stage 1 | | |
|---|---|---|
| Target 1 | CVC | fog<br>get<br>pad<br>sun<br>man |

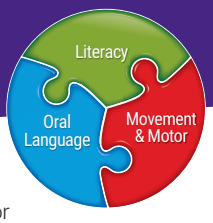
### Term 3

| Stage 1 | | |
|---|---|---|
| Target 1 | CVC | log<br>yet<br>pan<br>nut<br>wet |
| Target 2 | sh<br>ch<br>th<br>ck<br>ee<br>oo<br>qu | wish<br>chat<br>then<br>rock<br>seem<br>book<br>quick |

### Term 4

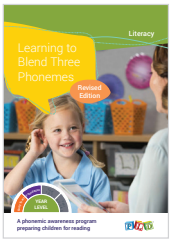
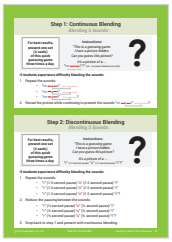
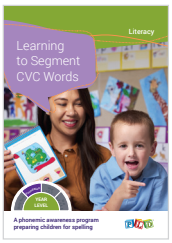
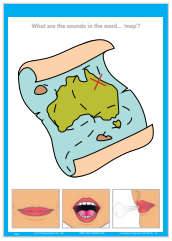
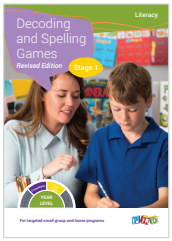
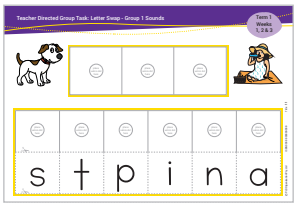
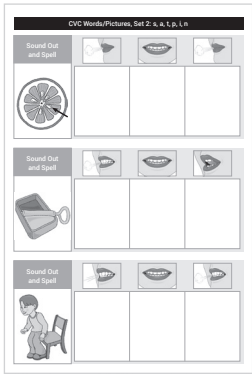
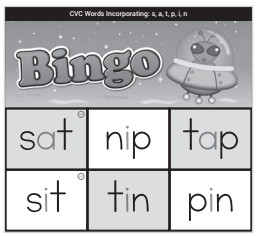
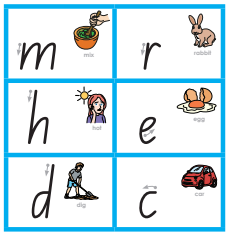
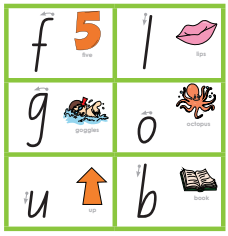
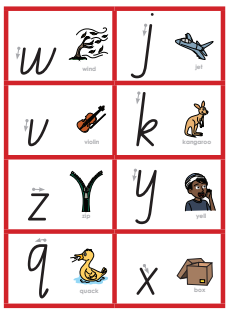
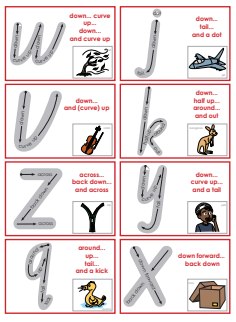
| Stage 1 | | |
|---|---|---|
| Target 1 | CVC | rod<br>run<br>lip<br>had<br>yes |
| Target 2 | sh<br>ch<br>th<br>ck<br>ee<br>oo<br>qu | shut<br>chin<br>that<br>pick<br>weed<br>moon<br>quiz |
| Target 3 | CCVC<br>&<br>CVCC | snip<br>trip<br>send<br>lump<br>gold |

# Foundation Term 1 Summary Overview




**Term 1** explicitly teaches the required skills for CVC decoding & encoding. Students learn their alphabet sounds and to blend phonemes for decoding. Students also learn to form their alphabet letters and segment words into phonemes for spelling.

This term also provides adult-assisted CVC decoding and spelling tasks, which allow students to apply the prerequisite skills they are learning to the context of reading and spelling. The focus of the term is regular single-word CVC words. In the term that follows, sentence level reading and spelling and high-frequency words will commence being introduced.

| Week | Pre-CVC Skills: Target Phonic Concept: Alphabet Recall | Pre-CVC Skills: Letter Formation | Pre-CVC Skills: Phonemic Awareness Skills | Adult Assisted CVC Decoding & Encoding Tasks | Oral Language Object Descriptions or 'Show and Tell' |
|---|---|---|---|---|---|
| 1 | Teach **Group 1** sounds:<br>• Daily instruction of all 6 sounds, presented together.<br> | | Daily teaching of blending and segmenting.<br><br>**Task 1: Learning to Blend Three Phonemes** (for reading) - 3 minutes<br>  <br>Learning to Blend Three Phonemes - Code: L2b2<br>  <br>• Present 4 cards using the scripting in the flipbook.<br>• Early in term applying continuous blending (step 1).<br>• Mid-to-late in the term progressing to discontinuous blending (step 2).<br><br>**Task 2: Learning to Segment** (for spelling) - 3 minutes<br>  <br>Learning to Segment - Code: L2S<br>  <br>• Present 4 cards using the scripting in the flipbook. | The examples below reflect weeks 1-3 and the s, a, t, p, i, n, CVC tasks.<br><br>  <br>Decoding and Spelling Games Stage 1 - Code: Bsw1<br><br>**Adult Assisted CVC Spelling**<br>  <br>Page 7 & 8<br><br>**Adult Assisted CVC Spelling**<br>  <br>Page 10-13<br><br>**Adult Assisted CVC Reading**<br>  <br>Page 17-18 | <br> <br>Developing News Telling and Narrative Skills for 5 Year Olds - Code: Mn5<br><br>Schedule daily short 5-10 minute oral sessions.<br><br>Rather than students bringing an object from home, the descriptions are recommended to be based upon the following vocabulary or semantic groups.<br><br>Week 1 & 2:<br>• Australian Animals<br><br>Week 3 & 4:<br>• Transport<br><br>Week 5 & 6:<br>• Minibeasts (or insects)<br><br>Week 7 & 8:<br>• Furniture<br><br>Week 9 & 10:<br>• Objects brought in from home to describe. |
| 2 | | | | | |
| 3 | | | | | |
| 4 | Teach **Group 2** sounds:<br>• Daily instruction of 12 sounds.<br>  | | | | |
| 5 | | | | | |
| 6 Screen | | | | | |
| 7 | Teach **Group 3** sounds:<br>• Daily instruction of 18 sounds.<br>  | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 Screen | Teach **Group 4** sounds:<br>• Daily instruction of 26 sounds.<br>  |  | | | |

**The Week 6 Screen:** is recommended to identify the students who are responding to the targeted teaching and also to identify the students who are struggling to keep up with the rate of teaching and learning within the classroom. It is recommended that the Teacher (or Teaching/ Education Assistant) focuses on the students who are not keeping up with their peers, on a daily basis.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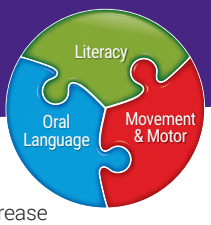
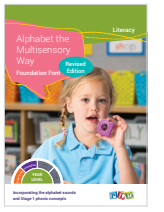
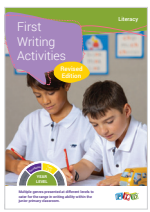
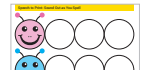
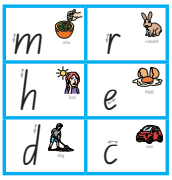
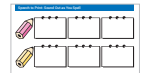
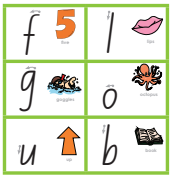
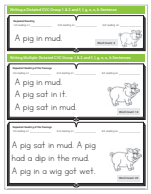
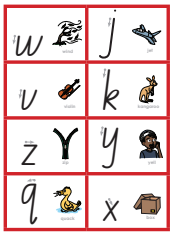
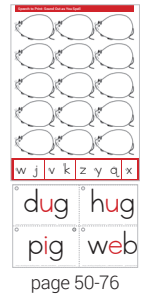
# Foundation Term 2 Summary Overview




**Term 2** continues to consolidate and extend the accuracy and efficiency of the Term 1 CVC skills. However, the demands of CVC skills increase within Term 2 as students apply CVC words in the context of rewriting dictated sentences and reading progresses from single words into passage reading. Students also progress from regular CVC words to simple irregular heart high-frequency words.

Tier 3 students, and those with poor alphabet knowledge and phonemic awareness skills, will require high-intensity daily targeted teaching.

| Week | Phonological Awareness | Target Phonic Concepts | Letter Formation | Adult Assisted Decoding & Encoding Tasks: Phonic Word Lists | Adult Assisted Decoding & Encoding Tasks: Reading & Spelling Tasks | Adult Assisted Decoding & Encoding Tasks: Phonic Dictation Writing Tasks | ♥ HFWs | Oral Language Event-Based News |
|---|---|---|---|---|---|---|---|---|
| | Drawing upon the screening results, segmentation may still require ongoing teaching. Daily targeting of blending & segmenting in the context of CVC words is encouraged. |  Code: CCal | Code: Mlff2 | Code: SSPts1 | Code: Bsw1 |  Code: Mfwa | | Code: Mn5 |
| 1 | | Group 1 alphabet sounds. | page 8, 17-18, 13-14 | List 1 page 11 | |  page 6-18 | Sample from Group 1. | a I | |
| 2 | | | page 8, 9-10, 11-12 | List 2 page 11 | | | | | |
| 3 | | | page 8, 15-16, 19-20 | List 3 page 12 | | | | | |
| 4 | | Group 1 and Group 2 alphabet sounds.  | page 22, 23-24, 25-26 | List 4 page 12 | |  page 19-33 | Sample from Group 1 and Group 2. | is the | |
| 5 | | | page 22, 27-28, 31-32 | List 5 page 13 | | | | | |
| 6 Screen | | | page 22, 33-34, 29-30 | List 6 page 13 | | | | | |
| 7 | | Group 1, Group 2 and Group 3 alphabet sounds.  | page 36, 39-40, 37-38 | List 9 page 15 | | page 34-41 | Sample from Group 1, Group 2 and Group 3.  | his as has of | |
| 8 | | | page 36, 43-44, 41-42 | List 10 page 15 | | | | | |
| 9 | | | page 36, 45-46, 47-48 | List 11 page 16 | | | | | |
| 10 Screen | | Group 1, Group 2, Group 3 and Group 4 alphabet sounds.  | page 50-65 | List 15 page 18 | |  page 50-76 | Sample from Group 1, Group 2, Group 3 and Group 4. | was for | |

Schedule short daily event-based news focused upon an event that occurred within the school day.

The sentence outlining the event should consist of: Who? What? When? Where? Why?

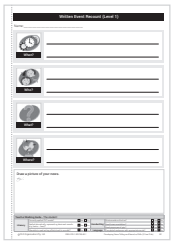
For example:

"Today we drew a picture of our house because we were talking about where we live."

"This morning we sang a song in music because we are practicing for our assembly."

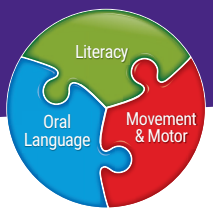
"Today the class went to the library so we could change our books."

**Writing Templates:**

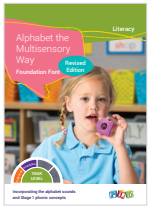
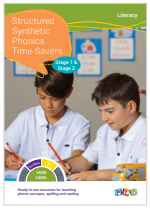
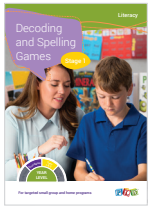
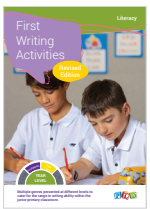
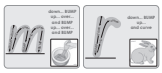
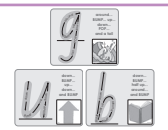
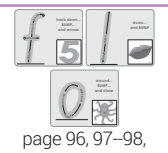
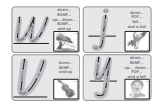


**The Week 6 Screen:** is recommended to identify the students who are responding to the targeted teaching and also to identify the students who are struggling to keep up with the rate of teaching and learning within the classroom. It is recommended that the Teacher (or Teaching/Education Assistant) focuses on the students who are not keeping up with their peers, on a daily basis.

# Foundation Term 3 Summary Overview




**Term 3** aims to extend decoding and spelling skills from CVC alphabetic words into the Stage 1 digraph concepts sh, ch, ck, th & th, wh, x, ee, short oo, long oo & qu. For many students, the beginnings of automatic whole-word reading commence, as students progress from sounding out each and every word to the emergence of some whole-word reading. As letter formation and spelling ability continue to develop it is appropriate to increase the focus on phonic dictation and writing.

| Week | Target Phonic Concepts | Letter Formation | Adult Assisted Decoding & Encoding Tasks: Phonic Word Lists | Reading & Spelling Tasks | Phonic Dictation Writing Tasks | ♥ HFWs | Oral Language Three Step Recounts |
|---|---|---|---|---|---|---|---|
| |  Code: CCal | Code: MIff2 |  Code: SSPts1 |  Code: Bsw1 |  Code: Mfwa | | Code: Mn5 |
| 1 | Teach sh | page 70, 79-80 & 75-76 | List 18 page 19 | page 76-108 | | me we he she be | Schedule daily short sessions which recount an activity which has been (or will) be completed. The retelling will consist of: • When? • What was made? • What was used? or • What was made? • What were the two steps? E.g. First I .... Following this I ..... rather than the student verbalising - then and then and then! By Term 3, as single-word spelling skills have progressed, many students can utilise the oral language rehearsal as a springboard into writing. **Writing Templates:** |
| 2 | Teach ch | page 70, 71-72 & 73-74 | List 19 page 20 | | | | |
| 3 | Teach th th | page 70, 77-78 & 81-82 | List 21 page 21 | | | | |
| 4 | Revise sh ch th th |  page 83, 84-85 & 86-87 | List 22 page 21 | | | | |
| 5 | Teach oo oo | page 83, 92-93 & 86-87 | List 28 & 30 pages 24 & 25 | page 109-137 | | to do who into | |
| 6 Screen | Teach ee | page 83, 94-95 & 90-91 | List 26 page 23 | | | | |
| 7 | Teach ck |  page 96, 101-102, 105-106 & 107-108 | List 24 page 22 | | | | |
| 8 | Revise oo oo ee ck |  page 96, 97--98, 99-100 &103-104 | List 26, 29 & 30 pages 23 & 25 | | | | |
| 9 | Teach. qu |  page 109, 110--115 &120-121 | List 32 page 26 | page195 - 197 | | are you | |
| 10 Screen | Teach x wh | page 109, 116--119 &122-125 | List 23 & 31 page 22 & 26 | | | | |

**The Week 6 Screen:** is recommended to identify the students who are responding to the targeted teaching and also to identify the students who are struggling to keep up with the rate of teaching and learning within the classroom. It is recommended that the Teacher (or Teaching/Education Assistant) focuses on the students who are not keeping up with their peers, on a daily basis.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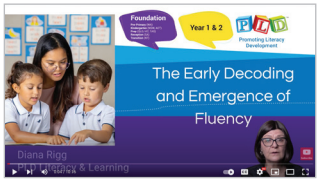
# Which Students Require Decodable Reading Material?

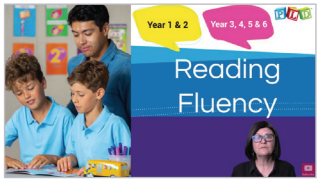
## Option 1: The Early Reading Screens (Accuracy and Automaticity)

The reading screens will identify the relevant reading books and also check (each term) that reading progress is being made. The screens identify the stage or stages that targeted reading practise is required.

- Initially aim for reading accuracy to increase to 95-100%.
- When accuracy levels within particular exercises improve and are recorded to be between 95 and 100%, then automaticity (or whole word rapid reading) can be targeted.




https://www.youtube.com/watch?v=a95sCWO16z4&t=11s




https://www.youtube.com/watch?v=TnTmGOFOXb4&t=292s

| Exercise 1: VC Words (Refer to Stimulus Sheet 1) | | | | | Accuracy | Reading Strategies Observed |
|---|---|---|---|---|---|---|
| at | it | in | is | on | ___/5 =_____% | ☐ Blending each letter<br>☐ Whole word reading |

| Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2) | | | | | Accuracy | Reading Strategies Observed |
|---|---|---|---|---|---|---|
| pin | tap | sit | hat | kit | _____/10<br>=_____% | ☐ Blending each letter<br>☐ Onset & rime reading<br>☐ Whole word reading<br>☐ Other |
| net | run | jog | gum | win | | |

| Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3) | | | | | Accuracy | Reading Strategies Observed |
|---|---|---|---|---|---|---|
| shop | chin | that | shed | rich | _____/20<br>=_____% | ☐ Blending each letter<br>☐ Onset & rime reading<br>☐ Whole word reading<br>☐ Other |
| rash | thin | thick | much | them | | |
| moon | hook | feed | weed | luck | | |
| took | queen | shoot | when | quit | | |

| Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 4) | | | | | Accuracy | Reading Strategies Observed |
|---|---|---|---|---|---|---|
| skip | smell | trip | slip | glad | _____/10<br>=_____% | ☐ Blending each letter<br>☐ Whole word reading<br>☐ Other |
| sank | wink | camp | held | gold | | |

| Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 4) | | | | | Accuracy | Reading Strategies Observed |
|---|---|---|---|---|---|---|
| sport | away | never | spark | train | _____/10<br>=_____% | ☐ Blending each letter<br>☐ Onset & rime reading<br>☐ Whole word reading<br>☐ Other |
| faint | under | sharp | noise | enjoy | | |

| Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5) | | | | | | | Accuracy |
|---|---|---|---|---|---|---|---|
| strap | shrunk | splint | scrap | thirty | scream | tie | _____/20<br>=_____% |
| nurse | toadstool | scorch | ground | pillow | knife | clue | |
| slippers | saw | blew | dusty | flower | smoke | | |

| Exercise 7: Stage 3 Phonic Concepts (Refer to Stimulus Sheet 5) | | | | | | | Accuracy |
|---|---|---|---|---|---|---|---|
| ignore | frighten | cringe | pledge | struggle | career | emotion | _____/20<br>=_____% |
| doubt | breakfast | actor | photograph | scratch | quench | cupboard | |
| tasty | kidney | replace | beneath | anyone | parent | | |

### VC (Exercise 1) & CVC (Exercise 2)

- **Foundation Reading Books (Semester 1):** HRset1, AddHRset1, DLset1, DRset1, TUset1, SRmulti1 (page 6-8)
- **Year 1 & 2 Catch-Up Reading Books:** HRset1b (page 18)

### Also Stage 1 Target 2 (Exercise 3), Target 3 (Exercise 4) & Target 4 (Exercise 5):

- **Foundation Reading Books (Semester 2):** HRset2, AddHRset2, TUset2, DLset2, DRset2, SRmulti2, NFmulti2 (page 9 - 12)
- **Year 1 & 2 Catch-Up Reading Books:** HRset2b, HRset34b (page 18-19)
- **Year 3-6 Catch-Up Reading Books:** MDog12, MDog1x, ThatDog1, MagBelt1 (page 20)

### Also Stage 2 (Exercise 6):

- **Year 1 Reading Books (Semester 1):** HRset3, SRmulti3, NFmulti3 (page 13 - 14)
- **Year 1 Reading Books (Semester 2):** HRset4, SRmulti4, NFmulti4 (page 15 - 16)
- **Year 2 Catch-Up Reading Books:** L1mail, SVset (page 17),
- **Year 3-6 Catch-Up Reading Books:** MDog3, Totem1, Alba1 (page 21) Rescue1, Island1 (page 22)

### Also Stage 3 (Exercise 7)

- **Year 2 Catch-Up Reading Books**: Deggs1 (page19)
- **Year 3-6 Catch-Up Reading Books:** TitGant1 (page 22), Talisman12, AmbGuard1 (page 23)

## Option 2: Calculate Words Correct Per Minute (WCPM)

### Calculation

| The total number of words read correctly in 60 seconds: | – subtract | The total number of words read incorrectly in 60 seconds: | = equals | The answer is 'Words Correct Per Minute' (WCPM): |
|---|---|---|---|---|
| | | | | |

### Outcome

☐ The student's WCPM is not age appropriate (hence decodable reading books are required).

☐ The student's WCPM is appropriate and the student reads with expression and smoothness (and hence does not require decodable reading books).

### Average Rates of Reading (Konza, 2012)

- By the end of Year 1: 60 words correct per minute.
- By the end Year 2: 90-100 words correct per minute.
- In Years 3–6: 100–120 words correct per minute.
- Skilled adult readers: approximately 180 words correct per minute.

**Reference**: www.ecu.edu.au/__data/assets/pdf_file/0005/663701/SA-DECS-Fluency-doc.pdf

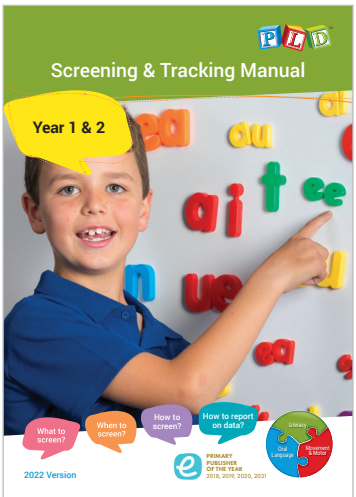
# Year 1 & 2 – Week 1 in Term 1 Spelling Placement Screen

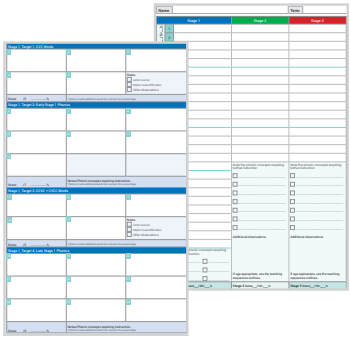
(to Establish Targeted Teaching Groups for Term 1)

| Stage 1 | | Test Word | Test Word in a Sentence |
|---|---|---|---|
| Target 1 CVC | | rod | Get your fishing rod. |
| | | run | Run as fast as you can. |
| | | lip | She bit her lip. |
| | | had | Yesterday I had my birthday. |
| | | yes | Yes, you can play with me. |
| Target 2 | sh | shut | Please shut the door. |
| | ch | chin | The baby had food in his chin. |
| | th | that | That is my pencil. |
| | ck | pick | You can pick what game to play. |
| | ee | weed | Mum pulled the weed from the garden. |
| | oo | moon | At night the moon is in the sky. |
| | qu | quiz | We had a quiz at school. |
| Target 3 CCVC & CVCC | | snip | Snip the paper with the scissors. |
| | | trip | We took a trip to the beach. |
| | | send | Can you send me a letter? |
| | | lump | There was a lump of ice in my juice. |
| | | gold | The chain was made from gold. |
| Target 4 | ay | clay | I made a bowl from clay. |
| | ing | bring | Bring your lunch to school. |
| | or | sport | Football is my favourite sport. |
| | ar | start | The race will soon start. |
| | all | small | My sister is small. |
| | ai | chain | The chain fell off my bike. |
| | er | under | The dog hid under the table. |
| | oi | point | Point to birds in the tree. |
| | oy | joy | To be happy is to be full of joy. |

| Stage 2 | Test Word | Test Word in a Sentence |
|---|---|---|
| CCC/CC | strict | The rules at school are strict. |
| CCC/CC | squelch | Walking in mud can make a squelch sound. |
| -ss | press | Press the doorbell. |
| a-e | shape | A triangle is a shape with three sides. |
| i-e | line | Draw a line between the dots. |
| ir | skirt | Mum wears a skirt to work. |
| ow | window | Look out the window. |
| oa | toast | I have toast for breakfast. |
| ew | drew | He drew a picture of a house. |
| ou | count | Can you count the apples? |
| aw | yawn | When I am tired I yawn. |
| ea | steam | The kettle has steam coming out. |
| ue | clue | The clue helped me solve the riddle. |
| ur | hurt | He fell off his bike and hurt his leg. |
| -y | windy | It was a windy day at the beach. |
| kn | knife | Use a knife to cut the pie. |

**Year 1:** Present all of Stage 1 (some students may progress further).
**Year 2:** Present Stage 1 & Stage 2 (some students may progress further).



**Downloadable Student Spelling Templates**

The Term 1, 2, 3 & 4 placement screens are located within the Year 1 & 2 Screening & Tracking Manual.

If students are operating at a higher stage continue presenting further stages.

## Quick Reference Guide: Percentage Conversions for Tracking Sheets

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Stage 1 Target 1 & 3 | 1/5 | 2/5 | 3/5 | 4/5 | 5/5 | | | | | | | | | | | |
| | 20% | 40% | 60% | 80% | 100% | | | | | | | | | | | |
| Stage 1 Target 2 | 1/7 | 2/7 | 3/7 | 4/7 | 5/7 | 6/7 | 7/7 | | | | | | | | | |
| | 14% | 28% | 42% | 57% | 71% | 85% | 100% | | | | | | | | | |
| Stage 1 Target 4 | 1/9 | 2/9 | 3/9 | 4/9 | 5/9 | 6/9 | 7/9 | 8/9 | 9/9 | | | | | | | |
| | 11% | 22% | 33% | 44% | 55% | 66% | 77% | 88% | 100% | | | | | | | |
| Stage 2, 3, 4, 5 & 6 | 1/16 | 2/16 | 3/16 | 4/16 | 5/16 | 6/16 | 7/16 | 8/16 | 9/16 | 10/16 | 11/16 | 12/16 | 13/16 | 14/16 | 15/16 | 16/16 |
| | 6% | 13% | 19% | 25% | 31% | 38% | 44% | 50% | 56% | 63% | 67% | 75% | 81% | 88% | 94% | 100% |

Students with these scores should not require a full term at these levels.

Scores indicating progress to the next stage.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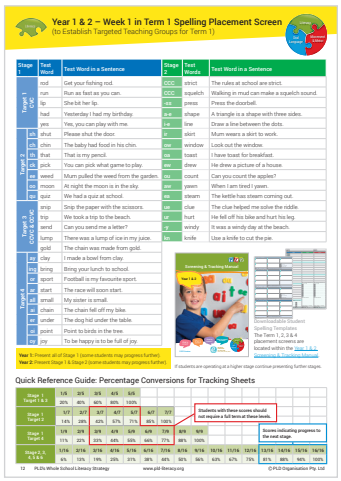
# Year 1 & 2 – Establishing 3 Targeted Teaching Groups
(& Phonic Based Word Lists)

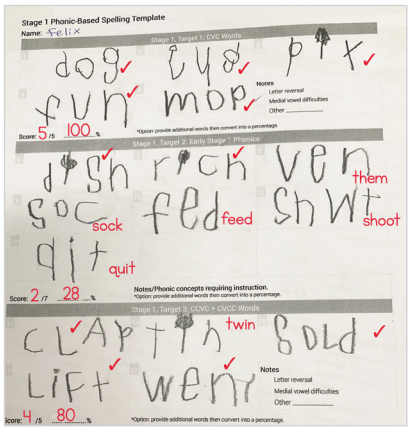
Refer to the Year 1 & 2 Screening & Tracking Manual for screens and instructions on how to administer and score.
A summary outline has been provided below.

**Step 1** Placement Test.

**Step 2** Mark tests & convert into percentages.

**Step 3** Enter onto PLD Tracking Sheets: highlight, group, describe.




| First Name | Spelling profile Week 2 Term 1<br>Stage 1<br>Target 1<br>CVC | Target 2<br>sh, ch, th, oo, ee, ck | Target 3<br>CCVC CVCC | Target 4<br>ar, or, er, ay | Stage 2 | Stage 3 |
|---|---|---|---|---|---|---|
| **Stage 1 target 2 and 3** | | | | | | |
| Max | 80% | 71% | 60% | 22% | | |
| Matilda | 100% | 42% | 60% | 0% | | |
| Sara | 60% | 42% | 60% | 9% | 0% | |
| Dennis | 100% | 28% | 60% | 0% | | |
| Rosario | 100% | 28% | 20% | 0% | | |
| **Stage 1 target 2 and 4 (concept: 2 letters 1 sound)** | | | | | | |
| Ella | 80% | 71% | 100% | 44% | 0% | |
| Zane | 60% | 42% | 60% | 55% | 25% | |
| Jeremy | 100% | 71% | 60% | 66% | 31% | |
| Jono | 60% | 29% | 80% | 77% | 6% | |
| Laney | 100% | 71% | 80% | ? | ? | |
| Jayden | 100% | 57% | 60% | 88% | ? | |
| **Stage 1 target 4 (gap filling e.g. ai, oi, all) and Stage 2** | | | | | | |
| Maya | 100% | 100% | 100% | 77% | 67% | |
| Tommy | 100% | **71%** | 100% | 77% | 63% | |
| Henri | 100% | 100% | 100% | 88% | 44% | |
| Spencer | 80% | 100% | 100% | 100% | 56% | |
| Arya | 40% | 71% | 100% | 88% | 6% | |

Request the PLD Tracking Sheets at:
https://pld-literacy.org/plds-tracking-sheets/

**Step 4**
- Highlight in yellow the teaching focus of the term ahead.

**Step 5**
- Cluster students in 3 targeted teaching groups.

**Step 6**
- Describe teaching focus for the term.

## FAQ: Where Are the Word Lists Sourced From?

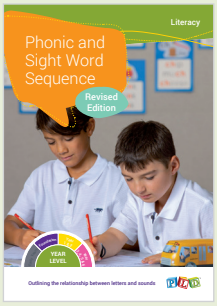
### OPTION 1 - Prepared Lists

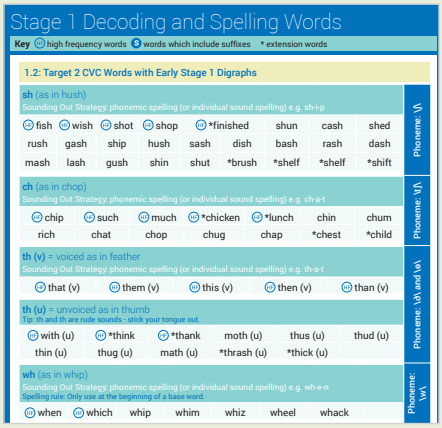
The Time-Savers series reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.

Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPts1

### OPTION 2 - Create Your Own

Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).




Phonic & Sight Word Sequence - Code: BPSW

### OPTION 3 - Integrated SSP Kits — available in 2024

**Group 1** Target 2 & 3

**Group 2** Target 2 & 4

**Group 3** Stage 2 with Target 4

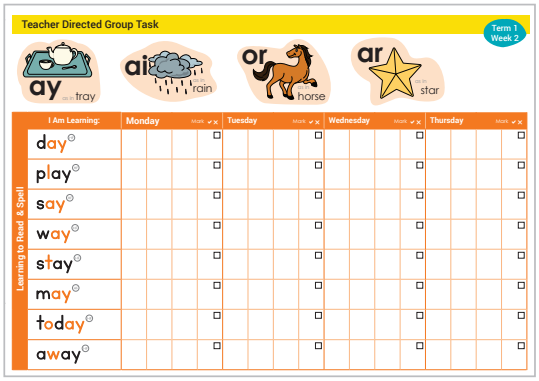
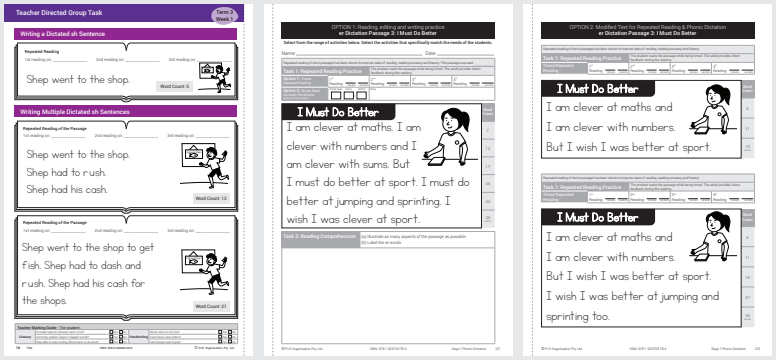
Words containing all alphabet sounds & digraphs.

Words containing digraphs.

Words containing digraphs.

# Year 1 & 2 Implementation within a Literacy Block

**Teacher-Directed Group Tasks: (15 minutes)** The same task is to be presented to each group, but the phonic concepts, word lists and phonic passages will differ.

| | Speech to Print Task | Repeated Reading & Transference to Writing Task |
|---|---|---|
| **Teacher Directed Tasks (Monday & Tuesday)** |  |  |
| **Student Independent Tasks (Wednesday&Thursday)** | **Reading & Spelling Task (15 minutes each day)**<br>• Monday and Tuesday teacher lead tasks.<br>• Wednesday and Thursday, students will need to complete independently, so that the teacher can direct his/her attention to the phonic dictation task.<br>*Note: Tier 3 students will likely require direct adult support daily:*<br>1 "Let's read the first word." (i.e. with sounding)<br>2 "Sound out the word with your fingers." (i.e. one finger for each sound)<br>3 Speech to print: "Now let's say the first sound and write it in the first box, say the second sound and write it in the second box and continue recording each sound in the boxes." | **Teacher Directed Tasks (Wednesday, Thursday & Friday)**<br>**Phonic Dictation Passage for Repeated Reading (3 minutes daily)**<br>• Repeated reading of short passages has been shown to improve rates of reading accuracy and fluency.<br>**Phonic Dictation Passage for Dictation (10 minutes from Wednesday to Friday)**<br>• 10 minutes of passage re-writing is scheduled.<br>• The teacher should aim to be calling out 3-4 words at a time while the students listen with their pencils down.<br>• The teacher repeats these words 3-4 times.<br>• The teacher asks: 'What are you going to write?" ensuring students speak the words before they write them.<br>• Ideally, students write the words independently.<br>*Note: Reluctant writers may rely on the teacher to model the sentence/s first. Teachers are encouraged to resist the temptation to write first, allowing students to copy write their dictation. Instead, teachers can write 'with' the students, provided the students are having-a-go.* |

In classes with only 1 adult, the teacher (with practice) should be able to facilitate three levels of phonic word lists efficiently to the whole class. Presenting 3 levels of dictation however presents more challenges. Suggestions are outlined below:

- **Option 1: Three day rotations**
  - Rotate the two experiences of phonic dictation over the three days. E.g. Group 1 Wednesday and Friday, Group 2 Thursday and Friday and Group 3 Wednesday and Thursday.
- **Option 2: Merge 2 groups together**
  - Present three levels of phonic lists to the class, but only present 2 levels of phonic dictation. Typically, the low group will have their phonic dictation matching their weekly phonic lists, but the middle and high groups are merged for dictation.
- **Option 3: Use technology**
  - Record the delivery of phonic dictation on an iPad for the higher ability group. Make sure the recording follows the recommended presentation process outlined in the table above.

**Additional Tasks** for Tier 2 & 3 students who require extra teaching (i.e. frequency) delivered in a smaller group (i.e. intensity).

**In classes with an extra adult, catering for the range in ability is made much easier**. These Education or Teacher Assistants will be required to adopt a teaching role, in order to facilitate the needs of these specific groups.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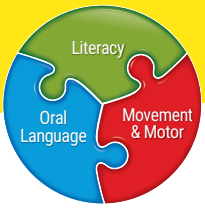
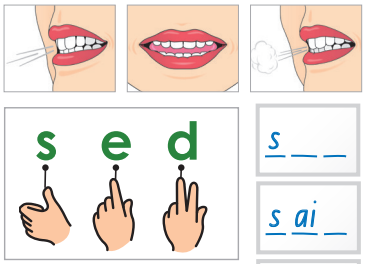
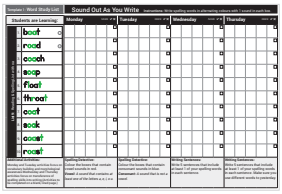
# Year 1 & 2
## Embedding a Daily 30 Minute PLD SSP Routine Within Literacy Blocks




## Structuring Synthetic Phonics Within Literary Blocks

Research suggests that SSP instruction should be daily and that teachers should allocate a minimum of 30 minutes per day (Monday to Friday) to the explicit teaching of phonics. In order to achieve this, PLD recommends that teachers establish a weekly process in which three differentiated ability groups can be efficiently facilitated. PLD suggests a four part format: organisation, revision, explicit instruction and an independent task. The tasks selected should have a speech-to-print focus, as well as a task to facilitate the transfer of spelling words into written work.

### Recommended Whole Class SSP Lesson Format

| Organisation | Daily Review Components | | | Apply (You Do) |
|---|---|---|---|---|
| | Review | Teach | Practise (I Do, We Do) | |
| | **5 minutes** | **5 minutes** | **3-5 minutes** | **15-20 minutes** |
| Establish a routine in which students get organised from the outset by efficiently placing the items they require on their work station:<br>☐ Spelling books or templates<br>☐ Two coloured pencils (e.g. a lead pencil and a red pencil)<br>Return to the mat for whole class instruction of the three phonic lists. | **Phonic Concepts**<br>Revise concepts already covered through use of:<br>☐ PLD flipbooks or phonic flash cards<br>☐ A teacher created PowerPoint<br>☐ The PLD Daily Review (templates are coming 2024)<br>Regular revision and consolidation is essential for students operating with PLD's Stages 1 and 2. A commitment to revision and consolidation will transfer concepts into the long term memory.<br>**Irregular HFWs**<br>This time can also be allocated to the explicit instruction of irregular high-frequency words, as outlined in the manual. For example, to teach 'said':<br>1. Say the word, use it in a sentence, then count the sounds.<br>  <br><br>2. Draw lines for each sound and write letters as you say the sounds.<br>3. Note unusual spellings and circle them. | During this explicit instruction, teacher presents differentiated word lists to the whole-class.<br>Teacher progresses through the following steps for each list:<br>**Step 1:** Explain the grapheme, digraph or trigraph common to each list.<br>**Step 2:** Read, sound-out and discuss three of the phonic-based word lists to the whole class (for the majority of words, this will be according to phonemes).<br>**Step 3:** Define and discuss tricky words or new vocabulary.<br>Repeat this process for the other 2 groups.<br>For Example:<br>"Today the phonic focus for the Koala group is the long o sound /oa/ as in goat. This long o sound is usually used in the middle of words. Let's have a look at your list words."<br>"Let's read the first word."<br>Sound out the word with your fingers (i.e. one finger for each sound):<br>• b-oa-t = boat<br>• r-oa-d = road<br>• c-oa-ch = coach"<br>*Continue until all list words have been read.*<br>"Let's talk about the word 'coast'. Sarah, what does coast mean? This word actually has another meaning. Abdul, can you explain this?"<br>*Repeat this process for each group.*<br>This daily practise reinforces the relationship between sounds and letters, which is essential for retention and consolidation of phonic concepts.<br>For students with low literacy skills this will provide exposure to future concepts. For age-appropriate and advanced students, this will provide ongoing revision as many students may still make low-level errors. | Present a template contained within Time-Savers or a self created template.<br>The teacher explicitly demonstrates how to complete the speech-to-print task for the day. Select a word or two from each of the different word lists.<br>  <br>You may like to set a **WALT ("We Are Learning To…** sound out as we spell and write"),<br>**WILF ("What I am Looking For...** your mouth to be moving as you write each sound."), and<br>**TIB ("This is Because…** good spellers map letters into sounds").<br>Send students back to their work stations.<br>All students will complete the same task using their own word list (according to the group you have placed them in). | Set a timer for task completion.<br>Students use their own word list to complete the daily task independently.<br>During this time, it is recommended that teachers work with lowest group of students on the assigned task as these students will benefit from teacher direction and support.<br>If there are any outlier groups then these word lists will be explicitly taught to those particular students during the 'Apply' task time when the rest of the class is completing their task. |

## Drawing from the termly placement tests, teachers will identify three levels of instruction.

Common Scenario 1 (for schools implementing PLD for the first time or who have low ICSEA scores).

- one group of students are likely to be on par with the outline in the Teaching Sequence (i.e. Tier 1 students).
- one group of students are likely to be marginally behind (i.e. one or two terms behind) the outline in the Teaching Sequence (i.e. Tier 2 students).
- one group of students are likely to be significantly behind the outline in the Teaching Sequence (i.e. Tier 3 students).

Common Scenario 2 (for schools with high ICSEA scores and/or schools who have been using PLD for longer).

- one group of students are likely to be above the outline in the Teaching Sequence (i.e. Tier 1 students).
- one group of students are likely to be on par with the outline in the Teaching Sequence (i.e. Tier 1 students).
- one group of students are likely to be one or two terms behind the outline in the Teaching Sequence (i.e. Tier 2 students).

It is common for classrooms to have 'outliers' which will not fit into your three targeted teaching groups. This very small group of students will need their own list and will need to be explicitly taught once the other students are doing their independent activity ('apply' lesson component).

# Students Entering Year 1 & 2 Scoring 0% to 40% on the Stage 1 Target 1 (CVC) Screens

When students enter Year 1 & 2 with very low literacy skills it can be challenging for teachers. While some students can be assigned CVC (or Stage 1 Target 1) reading, spelling and writing tasks, for a proportion of students this will not be appropriate as they may require pre-CVC skills to be targeted.

**Supporting these Pre-CVC Students Requires Two Key Steps:**

**STEP 1** **Identification of the pre-literacy skills that require targeted teaching** using the first Assessment for Students Experiencing Difficulty With Stage 1. This screen is located within the Year 1 & 2 Screening & Tracking Manual and the Phonic Sight Word Sequence. The short subtests aim to identify which pre-literacy skills require skill development so that progress through Stage 1 can occur.

## Phonemic awareness

skills are highly correlated with the development of early reading and spelling. If students have experienced multiple ear infections, if English is not their first language, if dyslexia occurs within a family or if the student has a speech or language delay, phonemic awareness may require additional targeted teaching within Year 1 & 2. Students need to be able to blend to decode CVC words and they need to be able to segment to be able to spell CVC words.

## Alphabet sounds

(rather than letter names) are more important for early reading and spelling. It is common in Year 1 or 2 to find students who have gaps in their alphabet knowledge.

**Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)**
**Instructions:** "Put the sounds together and guess the word _____."

| | | | | | |
|---|---|---|---|---|---|
| **m** (1 sec pause) **u** (1 sec pause) **g** = | ☐ | **f** (1 sec pause) **a** (1 sec pause) **t** = | ☐ | **b** (1 sec pause) **e** (1 sec pause) **d** = | ☐ |
| **t** (1 sec pause) **a** (1 sec pause) **b** = | ☐ | **f** (1 sec pause) **i** (1 sec pause) **t** = | ☐ | **Score** _____ /5 = _____% | |

**Negative Observations** (suggesting further skill development is required, even if the student scored 100%)
i.) Was the task presented with short pauses between sounds? ☐ Yes ☐ No
ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No
iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
iv.) Did the task appear difficult? ☐ Yes ☐ No
v.) Other

**Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)**
**Instructions:** "Sound out the word fan. There is a f/a/n. Can you sound out these words"

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **top** | ☐ Sounded t-o-p | ☐ Other | **lid** | ☐ Sounded l-i-d | ☐ Other | **web** | ☐ Sounded w-e-b ☐ Other |
| **bug** | ☐ Sounded b-u-g | ☐ Other | **rag** | ☐ Sounded r-a-g | ☐ Other | **Score** | _____ /5 = _____% |

**Negative Observations** (suggesting further skill development is required)
i.) Did the student confuse the task and provide letter names? ☐ Yes ☐ No
ii.) Did the task appear difficult? ☐ Yes ☐ No
iii.) Other

**Notes**

**Prerequisite Skill 3: Alphabetic Sound Recall** (Refer to the following Stimulus Sheet)
**Instructions:** "What are these sounds. Say them as quickly as you can."

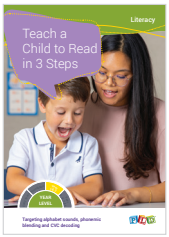
| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **s** | ☐ | ☐ | **d** | ☐ | ☐ | **g** | ☐ | ☐ | **j** | ☐ | ☐ |
| **p** | ☐ | ☐ | **c** | ☐ | ☐ | **b** | ☐ | ☐ | **q** | ☐ | ☐ |
| **a** | ☐ | ☐ | **h** | ☐ | ☐ | **o** | ☐ | ☐ | **z** | ☐ | ☐ |
| **i** | ☐ | ☐ | **e** | ☐ | ☐ | **f** | ☐ | ☐ | **w** | ☐ | ☐ |
| **t** | ☐ | ☐ | **m** | ☐ | ☐ | **u** | ☐ | ☐ | **x** | ☐ | ☐ |
| **n** | ☐ | ☐ | **r** | ☐ | ☐ | **l** | ☐ | ☐ | **v** | ☐ | ☐ |
| **Group 1 Score** _____ /6 | | | **Group 2 Score** _____ /6 | | | **Group 3 Score** _____ /6 | | | **y** | ☐ | ☐ |
| | | | | | | | | | **k** | ☐ | ☐ |
| | | | | | | | | | **Group 4 Score** _____ /8 | | |
| | | | | | | | | | **Overall Score** _____ /26 | | |

**Negative Observations** (suggesting further skill development is required)
i.) Slow speed of recall with pausing and/ or hesitation. ☐ Yes ☐ No
ii.) Did the student possess any letter/ sound confusions? ☐ Yes ☐ No
iii.) Other

Plot the results of the assessments in the tracking sheet.

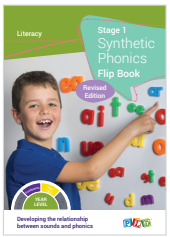
**STEP 2** **Use the screening information to create an individualised plan** using the following options based on the student's ability level:

## PRE-LITERACY PROGRAMS

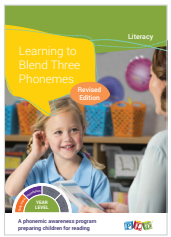


Teach a Child to Read in 3 Steps - Code: CCread

Teach a Child to Spell in 3 Steps - Code: CCspell



Stage 1 Synthetic Phonics Flipbook - Code: SP1



Learning to Blend Three Phonemes - Code: L2B2

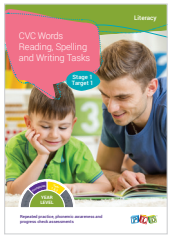
## PLD PHONIC APPS

Reading Race 1a

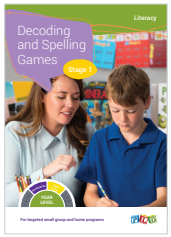
Spell Star 1a

Two Player 1a

## CVC LITERACY PROGRAMS



CVC Words Reading, Spelling and Writing Tasks - Code: Bcvc



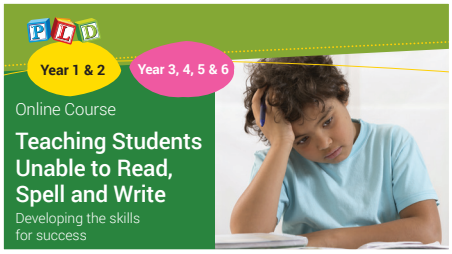
Stage 1 Decoding and Spelling Games - Code: Bsw1

Alphabet Letter Sounds - Code: Bal

| Low entry students — Preparing for CVC | | | | Week 1 in Term 1: Class Profile — Stage 1 | | | | |
|---|---|---|---|---|---|---|---|---|
| First Name | Alphabet Sounds /26 | Blending 3 Phonemes /5 = % | Segmentation /5 = % | Target 1 CVC | Target 2 sh, ch, th, oo, ee | Target 3 CCVC CVCC | Target 4 ar, or, er, ay, all, oi | Stage 2 |
| **Learning Focus: Pretest / phonic individual sounds** | | | | | | | | |
| [redacted] | ?/26 | % | % | 20% | 0% | | | |
| [redacted] | ?/26 | % | % | 40% | 0% | | | |
| [redacted] | ?/26 | % | % | 40% | 0% | | | |
| [redacted] | ?/26 | % | % | 0% | 0% | | | |
| [redacted] | ?/26 | % | % | 0% | 0% | | | |
| [redacted] | ?/26 | % | % | 0% | 15% | | | |
| [redacted] | ?/26 | % | % | 20% | 0% | | | |
| **Learning Focus: CVC & Target 2 sounds (sh, ch, th)** | | | | | | | | |
| [redacted] | | | | 60% | 0% | 0% | | |
| [redacted] | | | | 40% | 15% | 0% | | |
| [redacted] | | | | 20% | 15% | 0% | 10% | |
| [redacted] | | | | 60% | 15% | 0% | 0% | |
| [redacted] | | | | 80% | 15% | 0% | | |
| [redacted] | | | | 80% | 15% | 0% | | |
| [redacted] | | | | 100% | 15% | 0% | | |
| [redacted] | | | | 80% | 15% | 40% | 0% | |

## Professional Learning to Support Students with Low Literacy Skills

This course provides the knowledge, tools and skills to facilitate the development of pre-literacy skills which will improve early reading, spelling and writing.





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# Year 3, 4, 5 & 6 – Week 1 in Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 1)

**Instructions:** "Spell the word... [read the test word in a sentence]. Spell the word..."

| Stage 3 | Test Word | Test Word in a Sentence |
|---|---|---|
| dge | edge | Don't get too close to the edge! |
| igh | frighten | You might frighten him. |
| tch | kitchen | The fridge is in the kitchen. |
| ph | orphan | He was left an orphan. |
| ea | instead | Can I have chocolate instead of cake? |
| mb | plumber | Dad called the plumber to fix the toilet. |
| dd | sudden | There was a sudden noise outside. |
| -ey | chimney | The smoke rose out of the chimney. |
| ce | disgrace | He left the army in disgrace. |
| air | repair | Dad will repair the broken table. |
| ore | before | Monday comes before Tuesday. |
| -le | grumble | Mum says I must not grumble. |
| -ge | orange | My favourite colour is orange. |
| -or | doctor | The doctor gave me medicine. |
| qu | liquid | Water is a liquid. |
| tion | action | My brothers like action movies. |

| Stage 4 | Test Word | Test Word in a Sentence |
|---|---|---|
| a as /o/ | squabble | The twins will squabble over the toys. |
| ch as /k/ | mechanic | The mechanic fixed the car. |
| g as /j/ | gentleman | A gentleman holds the door open for a lady. |
| ear as /er/ | research | We need to do research for our assignment. |
| age as /ij/ | luggage | My sister takes the most luggage. |
| augh | naughty | Our cat is very naughty. |
| si as /zh/ | excursion | We went on an excursion to the museum. |
| ti as /sh/ | reception | Mum delivered the note to reception. |
| schwa+n | mountain | I want to go mountain climbing. |
| c as /s/ | celery | Celery is yummy in soups. |
| ous | tremendous | Our team did a tremendous job. |
| y as /i/ | syllable | What is the first syllable? |
| rr | hurricane | The hurricane destroyed the town. |
| silent u | guardian | Your parent or guardian must give permission. |
| our as /schwa er/ | neighbour | Do you know your neighbour? |
| tu as /ch/ | furniture | Our dog jumped on the furniture. |

| Stage 5 | Test Word | Test Word in a Sentence |
|---|---|---|
| ac- | accelerate | The go-cart will accelerate down the hill. |
| -tial | essential | It is essential that you wear a helmet. |
| -ate | accommodate | The room can accommodate four people. |
| -able | admirable | Generosity is an admirable trait. |
| aer as /air/ | aerosol | My sunscreen comes in an aerosol can. |
| -al | oriental | I love oriental food. |
| u as /w/ | bilingual | Someone who is bilingual can speak two languages. |
| -cious | malicious | The bully made malicious threats. |
| ex- | extreme | Today is extreme fire danger. |
| -ship | relationship | Tim has a good relationship with his brother. |
| -ent | obedient | Our dog is obedient. |
| -ary | documentary | We watched a documentary about sustainability. |
| ou as /u/ | nourish | Whole food will nourish your body. |
| cir- | circumference | The equator runs around the circumference of the earth. |
| eu as / y+oo/ | feuding | The neighbours had been feuding for years. |
| -ment | measurement | Give the measurement in millimetres. |

| Stage 6 | Test Word | Test Word in a Sentence |
|---|---|---|
| ch as /sh/ | parachute | A parachute is made of silk. |
| ob- | obliterate | The dark clouds obliterate the sun. |
| -ous | carnivorous | A praying mantis is a carnivorous insect. |
| silent g | champagne | The bride drank champagne. |
| para- | paralyse | A spinal injury can paralyse a person. |
| ir- | irresistible | The puppy's eyes were irresistible. |
| -quet | banquet | The school banquet is next week. |
| sub- | submersible | The research team has a submersible boat. |
| -eous | miscellaneous | The box holds miscellaneous items. |
| -ise/yse | popularise | His books helped to popularise the sport. |
| -ive | inclusive | All prices are inclusive of GST. |
| -icle/acle | chronicle | It is a chronicle of Australian history. |
| -cal | reciprocal | She had hoped for a reciprocal gift. |
| silent n | solemn | The man's face was solemn. |
| con- | convenience | The convenience of supermarkets is undeniable. |
| silent g | paradigm | Social media has created a paradigm shift. |

**Year 3 & Year 4:**

- Start from Stage 1.
- Present Stages 1, 2, 3 & 4.

**Year 5 & Year 6:**

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

The Term 1, 2, 3 & 4 placement screens are located within the downloadable Year 3, 4, 5 & 6 Screening & Tracking Manual.

# Year 3, 4, 5 & 6 – Establishing Targeted Teaching Groups

(& Phonic and Morpheme Word Lists)

Refer to the Year 3, 4, 5 & 6 Screening & Tracking Manual for instructions on how to administer and score.
A summary outline has been provided below.

**Step 1** Placement Test.

**Step 2** Mark tests & convert into percentages.

**Step 3** Enter onto PLD Tracking Sheets: highlight, group, describe.

| Name | Term 1 Class Profile | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Stage 1 | | | | | | | | |
| | Target 1 | Target 2 | Target 3 | Target 4 | | | | | |
| | CVC | sh, ch, th, oo, ee, ck | CCVC CVCC | ar, or, er, ay | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 |
| **Term 1 Learning Focus: Stage 4** | | | | | | | | | |
| Sarah | 100% | 100% | 100% | 100% | 75% | 75% | 50% | 6% | |
| Evie | 100% | 100% | 100% | 100% | 94% | 93% | 50% | 19% | |
| Ben | 100% | 100% | 100% | 100% | 88% | 81% | 6% | 25% | |
| Suni | 100% | 85% | 100% | 94% | 100% | 81% | 50% | 13% | |
| Christopher | 100% | 100% | 100% | 100% | 100% | 94% | 44% | 38% | |
| Matthew | 100% | 94% | 100% | 85% | 81% | 88% | 19% | 31% | |
| Madison | 100% | 100% | 100% | 100% | 88% | 100% | 31% | 25% | |
| **Term 1 Learning Focus: Late Stage 4 and early Stage 5** | | | | | | | | | |
| Arjay | 100% | 100% | 100% | 94% | 88% | 94% | 75% | 44% | 6% |
| Peter | 100% | 100% | 100% | 94% | 100% | 88% | 67% | 31% | 13% |
| Anthony | 100% | 100% | 100% | 100% | 100% | 88% | 81% | 38% | 19% |
| Ally | 100% | 100% | 100% | 100% | 100% | 80% | 75% | 31% | 6% |
| Isabel | 100% | 100% | 100% | 100% | 88% | 100% | 67% | 38% | 25% |
| Ayah | 100% | 100% | 100% | 94% | 94% | 94% | 67% | 25% | 13% |
| Lee | 100% | 100% | 100% | 100% | 100% | 100% | 81% | 38% | 25% |
| **Term 1 Learning Focus: Stage 6** | | | | | | | | | |
| Tomas | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 88% | 25% |
| Regan | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 94% | 31% |
| Ahmead | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 81% | 38% |
| Lucas | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 88% | 44% |
| Madison | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 88% | 25% |
| Hudson | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 81% | 19% |
| Vera | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 94% | 13% |

Request the PLD Tracking Sheets at:
https://pld-literacy.org/plds-tracking-sheets/

**Step 4**

- Highlight in yellow the teaching focus of the term ahead.

**Step 5**

- Cluster students in 3 targeted teaching groups.

**Step 6**

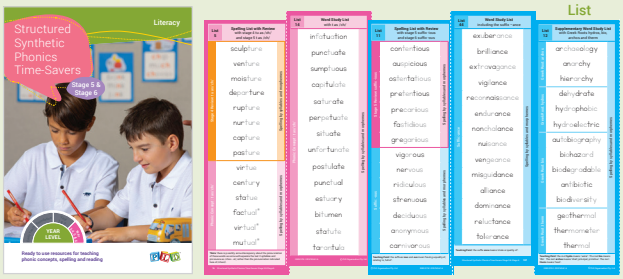
- Describe teaching focus for the term.

## FAQ: Where Are the Word Lists Sourced From?

### OPTION 1 - Time-Savers

The Time-Savers series dramatically reduces teacher preparation time with colour-coded word lists fully prepared for whole class teaching and allocation to the students.

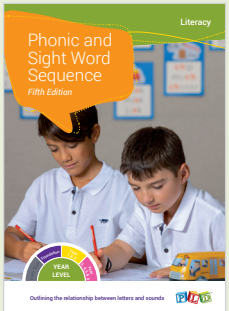
Stage 4 & 5 | Stage 5 | Stage 5 & 6 | Stage 6 | Supplementary List



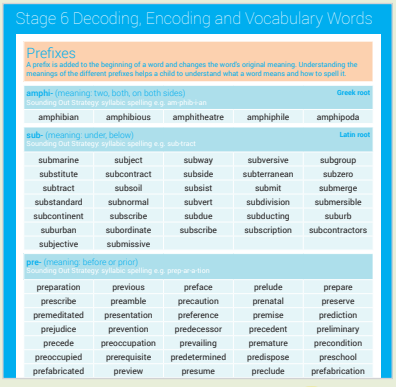

Structured Synthetic Phonics Time-Savers Stage 5 & 6 - Code: SSPts5

### OPTION 2 - Teacher Created

Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).




Phonic & Sight Word Sequence - Code: Bpsw




### OPTION 3 - Integrated SSP Kits

available in Semester 2 2024

### Group 1 Stage 4

List 37 — Decoding (Reading) & Encoding (Spelling) List with tu as /ch/ and su as /zh/

Phonic Concept: tu as /ch/

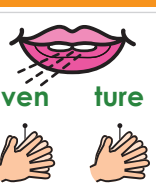
venture
mixture
structure
puncture
lecture
future
creature

Phonic Concept: su as /zh/

measure
pleasure
treasure
composure
enclosure

Spelling by syllables (sound pronunciation units)

Teaching Point: In all of these words the final re says a schwa sound as it is an unstressed syllable.




Vocabulary words and syllabic spelling.

### Group 2 Stage 4/5

List 5 — Spelling List with Review with Stage 4 tu as /ch/ and Stage 5 t as /ch/

Stage 4 Review: tu as /ch/

sculpture
venture
moisture
departure
rupture
nurture
capture
pasture

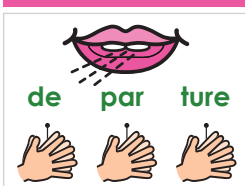
Phonic Concept: t as /ch/

virtue
century
statue
factual*
virtual*
mutual*

Spelling by syllables and morphemes

*Note: there is possibly some discrepancy about the pronunciation of these words as some will separate the last 2 syllables and pronounce as /choo - al/, rather than the pronunciation indicated here of /chool/.

Before allocating the list sound-out and decode (read) each word. Finish the week with tu as /ch/ passage (page 29 in MdS).




Vocabulary words and syllabic spelling.

### Group 3 Stage 6

List 21 — Word Study List including the prefix pre-

Prefix: pre-

prefabrication
precocious
precipitate
preregistration
premeditated
preoccupied
prerequisite
precaution
prevailing
predetermined
predispose
precedent
prediction
prevention

Spelling by syllables and morphemes

Teaching Point: the prefix pre means 'before, prior'.

Vocabulary words and syllabic spelling.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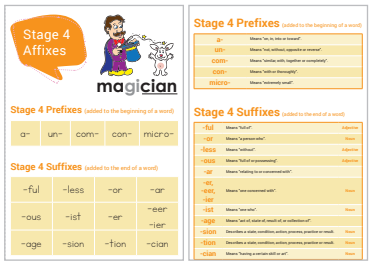
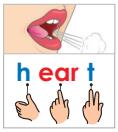
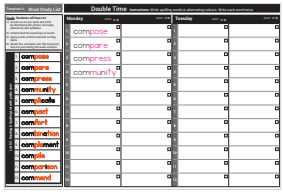
## Structuring Synthetic Phonics Within Literary Blocks

Teachers need to allocate a minimum of 30 minutes per day (Monday to Friday) to the explicit teaching of SSP. In order to achieve this, PLD recommends that teachers establish a weekly process in which three differentiated ability groups can be efficiently facilitated. The teaching and learning should have a speech-to-print phonics focus, as well as a focus on vocabulary (or word knowledge) of the list words and phonic dictation to rehearse the transfer of phonic list words into extended writing.

### Recommended Whole Class SSP Lesson Format

| Organisation | Daily Review Components | | | Apply (You Do) |
|---|---|---|---|---|
| | Review | Teach | Practise (I Do, We Do) | |
| | 5 minutes | 5 minutes | 3-5 minutes | 15-20 minutes |
| Establish a routine in which students get organised from the outset by efficiently placing the items they require on their work station:<br>☐ Spelling books or templates<br>☐ Two coloured pens (e.g. a red and blue pen)<br>Return to the mat for whole class instruction of the three phonic lists. | **Phonic Concepts**<br>Revise covered concepts of the last 3 weeks through use of:<br>☐ PLD flipbooks or phonic flash cards<br>☐ A teacher created PowerPoint<br>☐ PLD Daily Review (templates are coming Semester 2, 2024)<br>A commitment to revision and consolidation will support the transfer concepts into the long term memory.<br>**Bound Morphemes**<br>This time should be used to focus on the concepts being covered in the weekly lists that function as a meaning unit.<br>  <br>**Irregular HFWs and Commonly Misspelled Words**<br>This time can also be allocated to the explicit instruction of irregular high-frequency words, as per the manual.<br>**For example, to teach 'heart':**<br>1. Say the word, use it in a sentence and count the sounds.<br>  <br>2. Draw lines for each sound and write letters as you say the sounds.<br><br> <br>3. Note unusual spellings and circle them.<br> | During this explicit instruction, the teacher presents differentiated phonic word lists to the whole-class.<br>The teacher progresses through the following steps for each list:<br>**Step 1:** Identify if the word is to be broken into syllables or phonemes.<br>**Step 2:** Explain the phonic concept (and when relevant, the morpheme unit) common to each list or if a spelling rule applies.<br>**Step 3:** Read, sound-out and discuss three words from the phonic-based word lists to the whole class (the majority of words, this will be in syllabic units).<br>**Step 4:** Define and discuss the words or new vocabulary.<br>Repeat this process for the other 2 groups.<br>For Example:<br>"Today the focus for the Avengers group is the prefix 'com-' meaning similar, with, together or completely. Let's have a look at your list words for this week"<br>"We will use syllable units to read the first three words on your list:<br>• com-pose = compose<br>• com-pare = compare<br>• com-press = compress<br>"Let's talk about the word 'compose'. Iris, do you know what this means? Can you explain the difference between compose and compile?"<br>*Repeat this process for each group.*<br>For students with low literacy skills exposure to three lists will provide prior-learning for future concepts.<br>For age-appropriate and advanced students, this will provide ongoing revision of previous concepts, as many students may still make low-level errors.<br>This daily practice continues to reinforce speech-to-print skills, as well as vocabulary development, which is essential for retention and application of this knowledge into reading and writing. | Present a template contained within Time-Savers.<br>The teacher explicitly demonstrates how to complete the speech-to-print or the semantic task for the day. Select a word (or two) from each of the different word lists to demonstrate how the task is to be completed.<br>  <br>You may like to set a **WALT ("We Are Learning To**... sound out as we spell in syllable units"),<br>**WILF ("What I am Looking For**... you to be use using alternating colours to show the spelling structure of your list words."), and<br>**TIB ("This is Because**... good spellers pay attention to the phonic and syllable structure of words")<br>Send students back to their work stations.<br>All students will complete the same task using their own word list (according to the group you have placed them in). | Set a timer for task completion.<br>Students use their own word list to complete the daily task independently.<br>During this time, if your class has only 3 groups without any outliers, it is recommended that teachers work with lowest ability group as these students will benefit from teacher direction and support. |

- On Monday, Tuesday & Friday, the class will all be allocated the same task but students will be using different word lists & passages.
- On Wednesdays (and Thursdays in the upper primary), students working below an age- appropriate level will continue to work on Sound as You Spell Activities while other students may be completing semantic, word-meaning tasks.

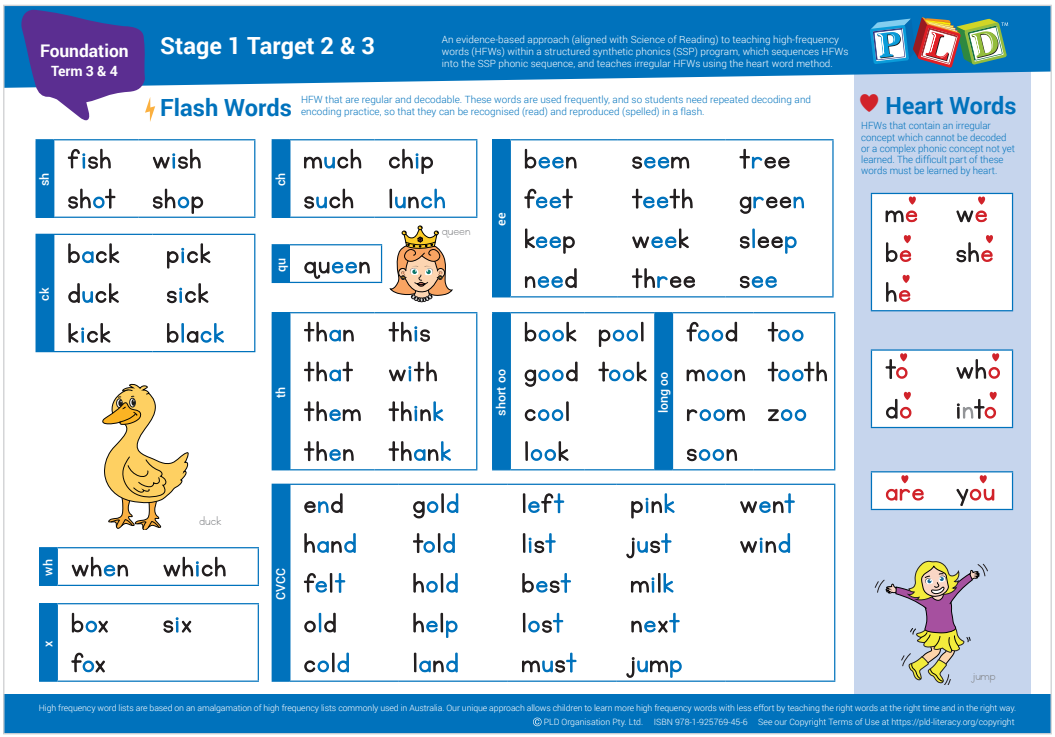
# **FAQ:** How Should Teachers Teach High Frequency Words (HFW's)?

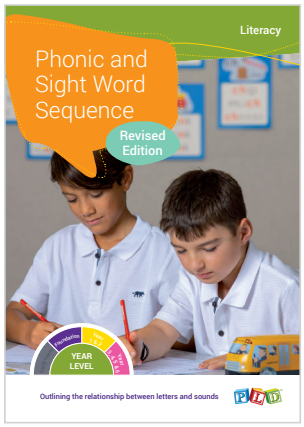
The existing evidence-base consistently argues for HFW's to be integrated within a SSP program.

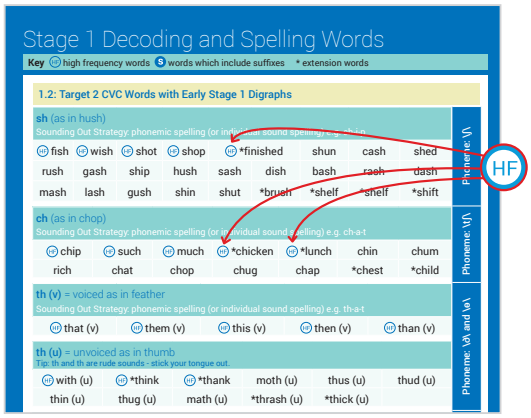
The HFW charts can be downloaded at: https://pld-literacy.org/plds-high-frequency-words-hfws/

The charts organise HFW's into:

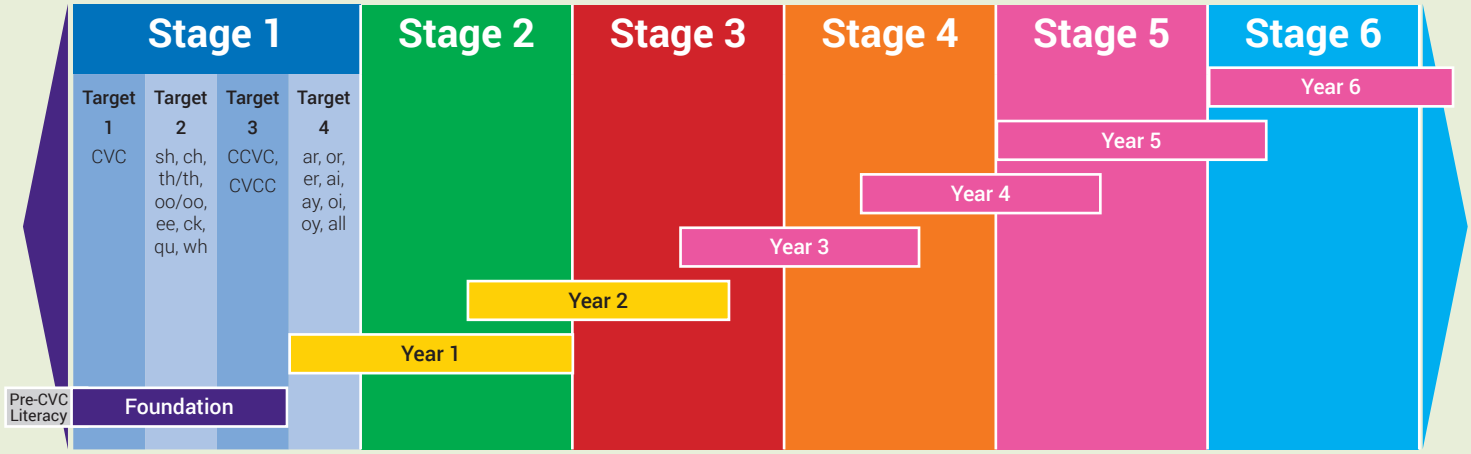
- **Flash Words:** HFW that are regular and decodable. These words are used frequently, so students need repeated decoding and encoding practice so that they can be recognised (read) and reproduced (spelled) in a flash.
- **Heart Words:** HFWs that contain an irregular concept or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart while still using a speech-to-print approach.



## **FAQ:** How Do the PLD Stages Correspond to Year Levels?

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