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

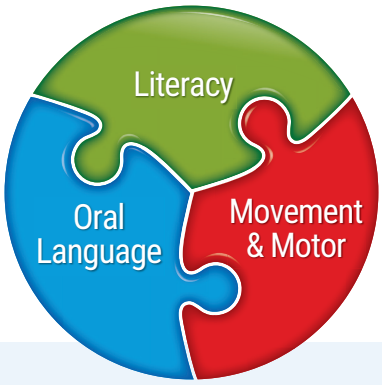
www.pld-literacy.org

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

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 junior primary 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.

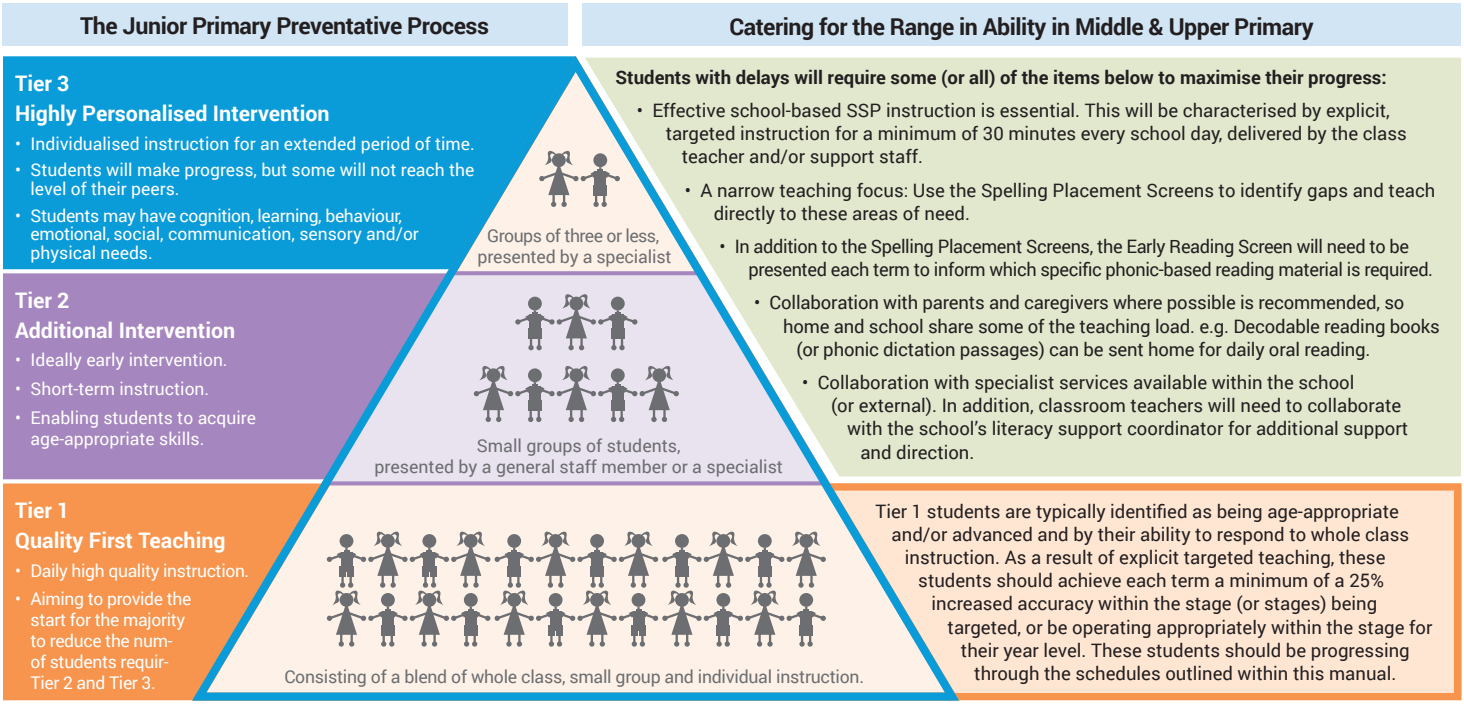
Supporting Children with Learning Challenges

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.

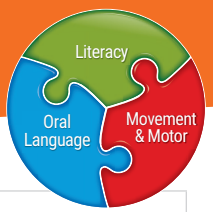
In 2022, Dyslexia-SPELD Foundation included PLD in their list of recommended evidence-based programs.

Structured Synthetic Phonics Teaching



AUSPELD recommends a three tier approach to implementing Structured Synthetic Phonics in schools, as explained in the above graphic, and has identified PLD 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.

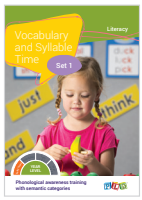
Progress Check

Week 6 (or 7), review skill development with the presentation of Subtest 1 in the Early Years Pre-Literacy Screen.

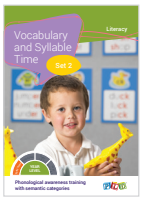
Catering for the Range in Ability

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.

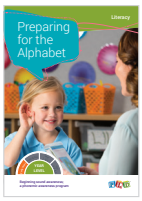
Progress Check

In Week 6 (or 7) 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 the children who have not acquired the skill, targeted sessions will be required.

Preparing for the Alphabet:



Code: CCpfa

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.

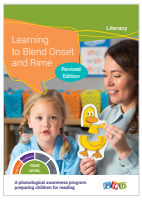
Progress Check

Week 6 (or 7), 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 the children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Onset and Rime:



Code: L2b1

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.

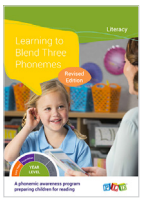
Progress Check

Week 6 (or 7), 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 the children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Three Phonemes:



Code: L2B2

ALPHABET

Term 3

Alphabet Sound Knowledge (lower-case letter focus)

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

Term 3:

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

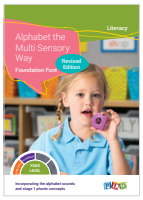
Progress Check

Week 6 (or 7) 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

Alphabet Sound Knowledge (lower-case letter focus)

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

Term 4:

- *Group 2: c, h, e, r, m, d*
- *Group 3: g, o, u, l, f, b (Higher performing students)*

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

Week 6 (or 7) 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 right 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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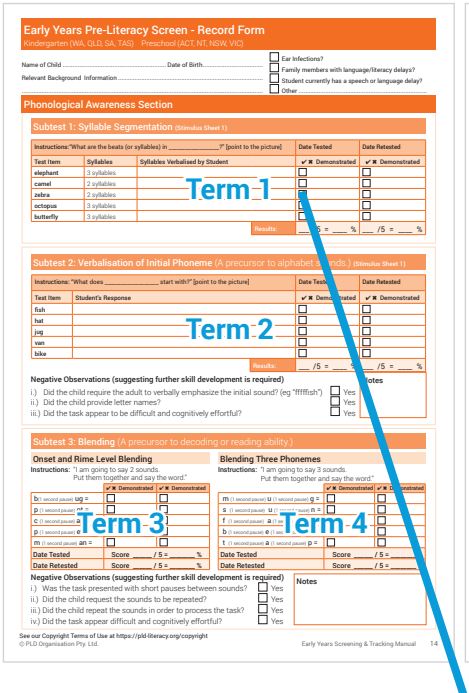
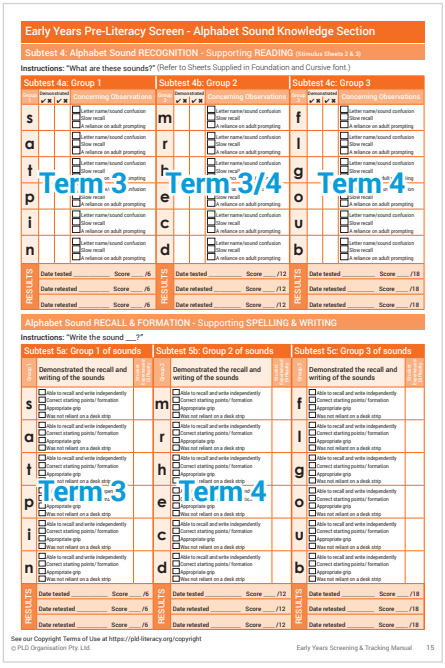
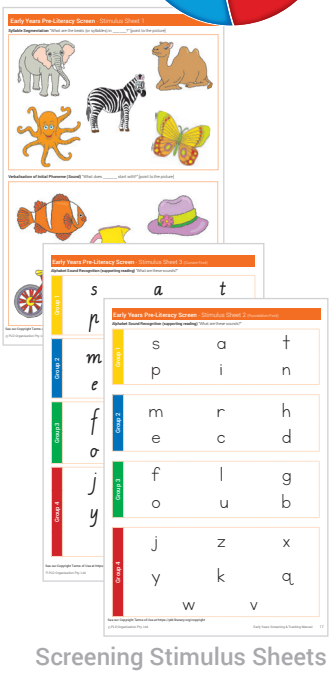
Early Years
Screening Pre-Literacy Skills

Downloadable Early Years Screening & Tracking Manual.



Downloadable Student Record Forms





Screening Stimulus Sheets

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 to establish a teaching plan.

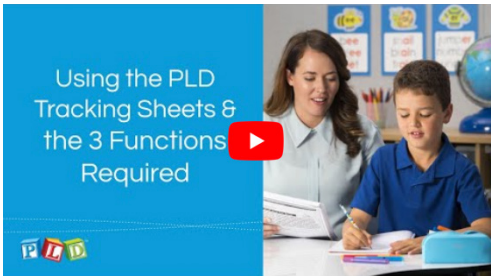
Download the Early Years Screening & Tracking Manual, the Early Years Teaching Sequence Manual		Syllable Segmentation			Initial Sound verbalisation		Group 1: satpin sounds		Onset & Rime Level Blending	
		Score /5 = %			Score /5 = %		Score /6		Score /5 = %	
First Name	Notes	Term 1: Week 6	Retested in 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 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.



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

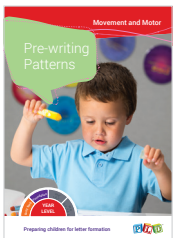
Small Group Programs (specifically for students with language delays)
- 10 Minute Language Games - Code: 10m4
- Semantic Scenes & Questioning - Code: Sem4
- Comprehension Questions - Code: Mc3/Mc4 (recommended home program)

Early Years
Targeting Movement & Motor Skills

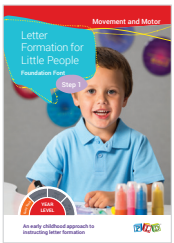
Preparing for Letter Formation

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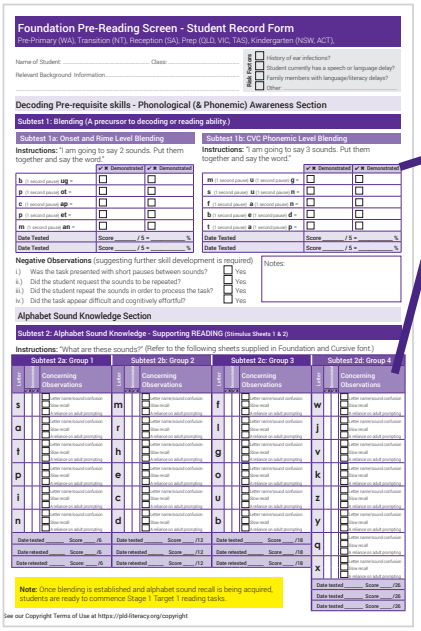
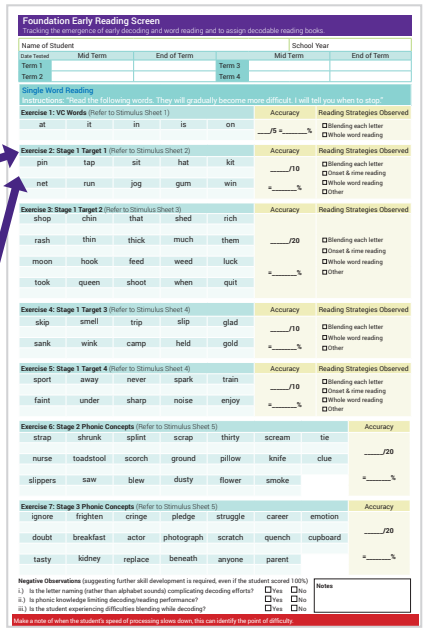
Foundation
Early Literacy Skills Screening

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.

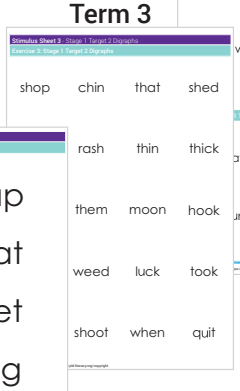
Term 1



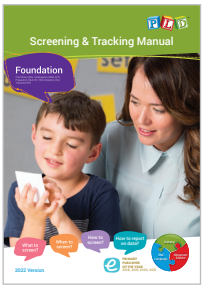


Term 4

Term 3



Term 2

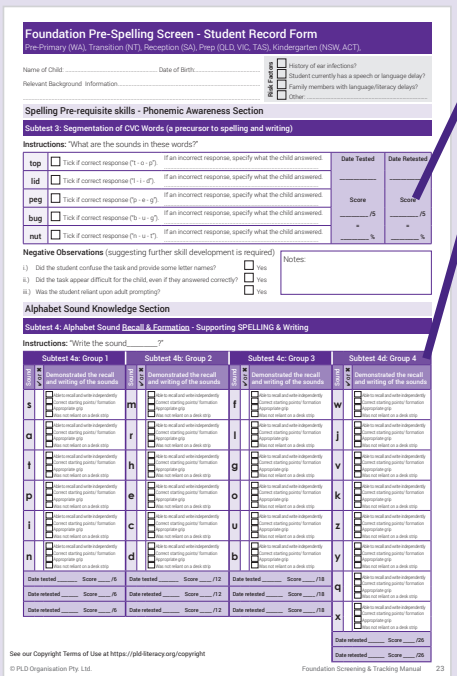


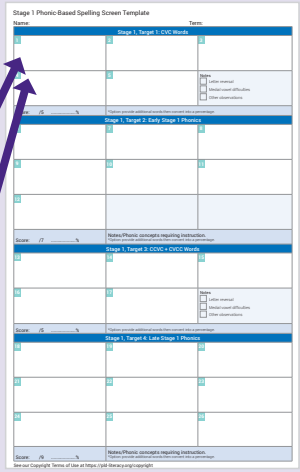
[Downloadable Foundation Screening & Tracking Manual]

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

Term 4

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

Term 3

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

Term 2

	Stage 1	
Target 1	CVC	fog get pad sun man

Targeting Early Literacy Skills

Term 1

Week	Phonic Concepts: Alphabet Sound Recall	Phonemic Awareness: Blending Onset & Rime, Three Phonemes and Segmentation	Letter Formation with a Focus on Starting Points and Verbal Cues from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Whole Class Teaching: Object Descriptions or 'Show and Tell'
1	Teach Group 1: s, a, t, p, i, n (6 sounds simultaneously) Repeated daily revision of Group 1: s, a, t, p, i, n	Teach and repeated revision of blending at onset & rime level	**Level 1a:** t, i, n	Schedule daily 5 - 10 minute sessions. Rather than students bringing objects in from home, the descriptions are more appropriately based upon semantic groups. It is recommended that plastic objects are utilised to assist with the descriptions. Descriptions should be based upon the following examples: • Week 1 & 2: Australian Animals • Week 3 & 4: Transport • Week 5 & 6: Mini-beasts (or insects) • Week 7 & 8: Furniture • Week 9 & 10: Objects brought in from home
2			**Level 1a:** s, a, p	
3			**Level 1a:** s, a, t, p, i, n	
4	Teach group 2: c, h, e, r, m, d (6 sounds simultaneously) Repeated daily revision of Group 1 & 2 sounds	Teach blending three phonemes and repeated revision of blending onset & rime and three phonemes	**Level 1a:** m, r, h	
5			**Level 1a:** c, d, e	
6 Screen			**Level 1a:** c, h, e, r, m, d	
7	Teach Group 3: g, o, u, l, f, b (6 sounds simultaneously) Repeated daily revision of Group 1, 2 & 3 sounds		**Level 1a:** l, f, b	
8		Teach segmentation of CVC words and repeated practice of segmentation and blending three phonemes	**Level 1a:** g, o, u	
9			**Level 1a:** g, o, u, l, f, b	
10 Screen	Teach Group 4: j, z, x, y, k, q, w, v (8 sounds simultaneously)		**Level 1a:** j, z, x, y, k, q, w, v	

Screen: Indicates this week is the ideal time to hold a progress check on skill development.
Refer to the Foundation Screening & Tracking Manual for more information.

Developing News Telling and Narrative Skills for 5 Year Olds - Code: Mn5

Term 2

Week	Phonic Concepts to Revise &/or Teach	Decoding & Encoding Lists from Decoding & Spelling Games - Bsw1	Writing Tasks from First Writing Activities - Mfwa	Irregular High Frequency Words	Letter Formation with a focus on reduced size and starting points from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Whole Class Teaching: Event-Based News
1	Decoding & spelling regular VC & CVC words from Group 1 alphabet sounds: s, a, t, p, i, n	page 15	Labelling page 9-11 Writing single words in sentences. Select from page 13-24	Teach: I a is	**Level 1b:** t, i, n	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? (with a... because... so...) For example: "Today we drew a picture of our house <u>because</u> we were talking about where we live." "This morning we sang a song in music <u>because</u> we are practicing for our assembly." "Today the class went to the library <u>so</u> we could change our books."
2		page 16			**Level 1b:** s, a, p	
3		Select from page 17-18			**Level 1b:** s, a, t, p, i, n	
4	Decoding & spelling regular VC & CVC words from Group 1 & 2 alphabet sounds	page 28	Single sentence dictation. Select from page 25-31	Teach: his as has	**Level 1b:** m, r, h	
5		page 29			**Level 1b:** c, e, d	
6 Screen		Select from page 30-33			**Level 1b:** c, h, e, r, m, d	
7	Decoding & spelling regular VC & CVC words from Group 1, 2 & 3 alphabet sounds	page 44	Writing 2-3 dictated sentences. Select from page 32-42	Teach: of	**Level 1b:** l, f, b	
8		page 45			**Level 1b:** g, o, u	
9		Select from page 46-49			**Level 1b:** g, o, u, l, f, b	
10 Screen	Decoding & spelling regular VC & CVC words from the full alphabet	Select from page 63-68		Teach: was the	**Level 1b:** j, z, x, y, k, q, w, v	

Screen: Indicates this week is the ideal time to hold a progress check on skill development.
Refer to the Foundation Screening & Tracking Manual for more information.

Developing News Telling and Narrative Skills for 5 Year Olds - Code: Mn5

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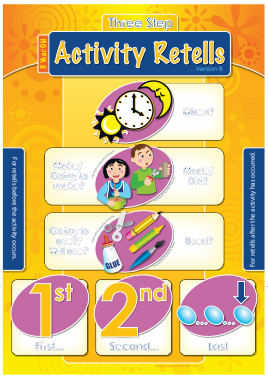
Term 3

Week	Phonic Concepts to Teach &/or Revise	Decoding & Encoding Lists from Decoding & Spelling Games - Bsw1	Writing Tasks from First Writing Activities - Mfwa	Irregular High Frequency Words	Letter Formation with a Focus on Line Placement from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Whole Class Teaching: Activity Retells
1	Revise alphabet. Teach 'sh'	page 80-81	Writing 2-3 dictated sentences. Match the relevant phonic concept or concepts being targeted over the week within Stage 1 Target 2 sentences located on page 43 in the program "First Writing Activities (Revised Edition)".	Revise his, as, has, was, the, of	**Level 2a:** t, i, n	Schedule daily short sessions which recount an activity which has been (or will) be completed. The retell will consist of: • When? • What was made? • What was used? • What was the first step? • What was the second step? • What was the final step? By Term 3 as single word spelling skills have progressed, many students will be able to utilise the oral language rehearsal as a springboard into writing. Levels of writing templates have been provided.
2	Revise the alphabet. Teach 'ch'	page 87-88		Teach: me we be he she	**Level 2a:** s, a, p	
3	Revise the alphabet. Revise 'sh' & 'ch'	page 99 & 101			**Level 2a:** s, a, t, p, i, n	
4	Revise 'sh' & 'ch'. Teach 'th/th'	page 103 & 108			**Level 2a:** m, r, h	
5	Revise the alphabet. Teach 'oo' short & 'oo' long	page 111, 115		Teach: to do who into	**Level 2a:** c, d, e	
6 Screen	Revise the alphabet. Teach 'ee'	page 118, 122			**Level 2a:** c, h, e, r, m, d	
7	Revise the alphabet. Teach '-ck'	page 125, 129			**Level 2a:** l, f, b	
8	Revise 'oo'/'oo', 'ee', '-ck'	page 131, 136-137			**Level 2a:** g, o, u	
9	Revise the alphabet. Teach 'qu'	page 196		Teach: are	**Level 2a:** g, o, u, l, f, b	
10 Screen	Revise the alphabet. Teach 'x' = /ks/ & 'wh'	page 197			**Level 2a:** j, z, x, y, k, q, w, v	

Screen: Indicates this week is the ideal time to hold a progress check on skill development.
Refer to the Foundation Screening & Tracking Manual for more information.

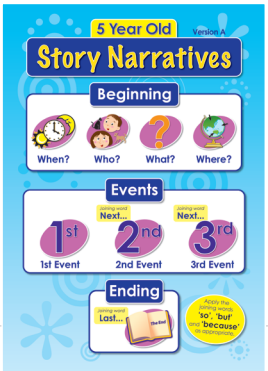


Developing News Telling and Narrative Skills for 5 Year Olds - Code: Mn5

Term 4

Week	Phonic Concepts to Teach &/or Revise	Decoding & Encoding Lists from Decoding & Spelling Games - Bsw1	Writing Tasks from First Writing Activities - Mfwa	Irregular High Frequency Words	Letter Formation with a Focus on Line Placement from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Whole Class Teaching: Picture Book Retelling
1	Revise 'sh', 'ch' 'th/th'	page 104	Writing 3 dictated sentences. Identify the Target 2 digraphs from the end of Term 3 screening that need more revision. Present the relevant phonic dictated sentences from the list of Stage 1 Target 2 sentences on page 46 in the program "First Writing Activities (Revised Edition)". For those students ready to move on present the CCVC & CVCC Target 3 sentences on page 47 in the program "First Writing Activities (Revised Edition)".	Revise: me we be he she	**Level 2b:** t, i, n	Following multiple readings of a focus book over a period of a fortnight, students are given the opportunity to demonstrate their picture book retelling ability. The retell should consist of a beginning (with When? Who? What? Where?), 2 or 3 events and an ending. Within Term 4 each fortnight could conclude with the oral rehearsal leading into written rewrite using the template.
2	Revise 'oo'/'oo', 'ee', '-ck'	page 132			**Level 2b:** s, a, p	
3	Revise the alphabet. Teach 'qu', 'wh', 'x'	page 196-197			**Level 2b:** s, a, t, p, i, n	
4	Revise alphabet sounds & target 2 digraphs. Teach CCVC	page 144, 153		Revise: to do who into	**Level 2b:** m, r, h	
5		page 145, 153			**Level 2b:** c, d, e	
6 Screen		page 147, 153			**Level 2b:** c, h, e, r, m, d	
7	Revise alphabet sounds & target 2 digraphs. Teach CVCC	page 159, 167		Revise: are	**Level 2b:** l, f, b	
8		page 161, 167			**Level 2b:** g, o, u	
9		page 160, 167			**Level 2b:** g, o, u, l, f, b	
10 Screen		page 148-152, 162-166			**Level 2b:** j, z, x, y, k, q, w, v	

Screen: Indicates this week is the ideal time to hold a progress check on skill development.
Refer to the Foundation Screening & Tracking Manual for more information.



Picture Book Retelling Step 2 - Code: Pbr5

Foundation
Reporting on Early Literacy Skill Development

The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the Foundation Teaching Sequence Manual with the Foundation Screening & Tracking Manual. Through mid and end of term progress checks, Student's abilities are plotted onto the Tracking Sheets. Teachers are directed to create three groups, which form the basis of the classroom implementation plan. This process enables the classroom teacher to report on the skill development of the class and simultaneously establish a teaching plan.

An Example of the Class Profile with Three Targeted Teaching Groups:
This also serves to report on student skill development and PLD implementation.

Foundation Tracking Sheet

		Only Pre-CVC Students			Stage 1 Reading			Stage 1 Spelling		
		Alphabet sounds	Blending 3 Sounds	Segmenting	Target 1	Target 2	Target 3	Target 1	Target 2	Target 3
		/26	/5 = ...%	/5 = ...%	CVC	sh, ch, th, oo, ee, ck	CCVC CVCC	CVC	sh, ch, th, oo, ee, ck	CCVC CVC
Pre-Literacy development: alphabet sounds, blending & segmenting										
Jono	SLD	13	80%	60%	10%			0%		
Students who require CVC reading & spelling development and are ready to start learning the Stage 1, Target 2 digraphs										
Mia	EALD	23	100	100	80%			0%		
Rosie	Attendance				100%	0%		80%		
Harrison	Epilepsy				80%	0%		80%		
Billy					100%	0%		100%	14%	
Bianca	Ear Infections				90%	0%		60	29%	
Students who require futher CVC reading & spelling development, while extending Target 2 digraphs										
Lucas					100%	70%		100%	29%	
Ben	ASD				90%	40%		80%	0%	
Lauren					90%	40%		80%		
Ellie					90%	60%		100%	43%	
Peter					100%	40%		100%	0%	
Peter					100%	40%		100%	0%	
Cassidy					100%	65%		100%	0%	
Students who require futher Target 2 & 3 reading and spelling skill development										
Jax					100%	80%	50%	100%	57%	
Indigo					100%	75%	30%	80%	43%	
Sam	SP				100%	75%	30%	100%	57%	
Miguel					100%	95%	60%	100%	43%	
Matilda					100%	90%	90%	100%	43%	80%
Bec					100%	85%	50%	80%	14%	
Isla					100%	95%	90%	100%	43%	60%
William					100%	80%	90%	80%	29%	
Ruby					100%	85%	100%	100%	71%	100%
Rodney	New T3				100%	100%	100%	100%	71%	80%

A student on an individual program.

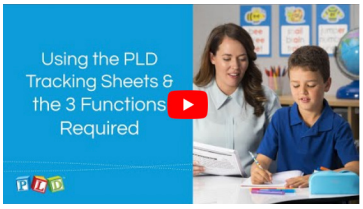
Group 1: Students who require more CVC reading and spelling skill development and who are also ready for Stage 1, Target 2 digraphs.

Group 2: Students who require the remaining Target 2 digraphs to be taught at a reading and spelling level.

Group 3: Students who require Stage 1 Target 2 & 3 reading and spelling skill development.

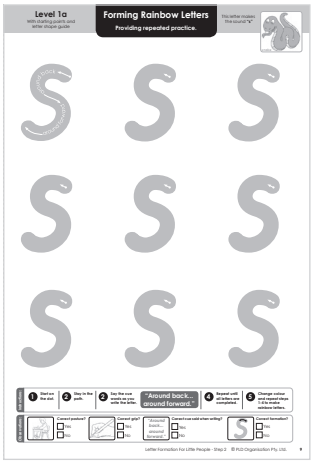
Essential Viewing

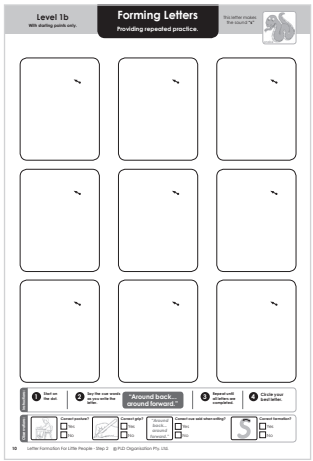
Support videos are located within "Step 4" in the Getting Started in Foundation section of the website.

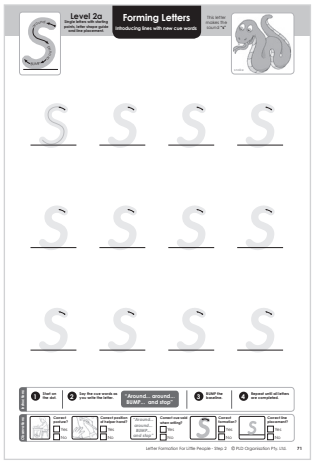


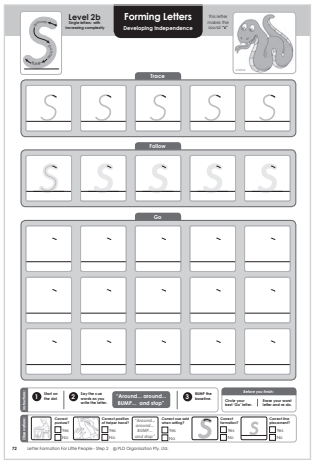
Foundation
Targeting Letter Formation Skills

Term 1- Letter Tracing	Term 2 - Starting Points	Term 3 - Line Placement	Term 4 - Lines & Starting Points

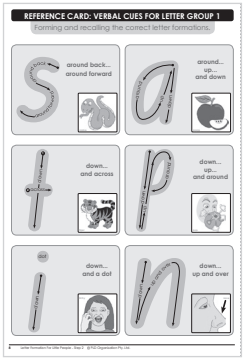


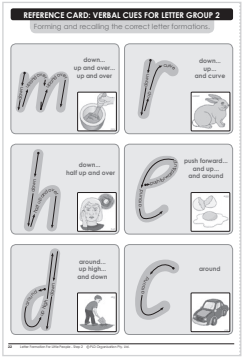


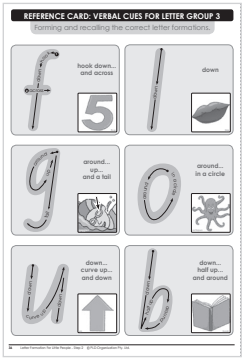


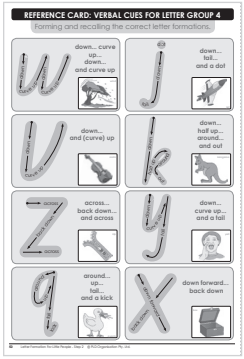


PLD's Structured Synthetic Phonics (SSP) alphabet letter of presentation order is matched with the letter formation order. In this way, when learning the alphabet sounds, students are simultaneously learning to write the alphabet sounds.









Letter Formation for Little People: Step 2 - Code: MIff2

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Which Students Require Decodable Reading Material?

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

Regardless of the year level, all students that are progressing through the Early Reading Screens and PLD's Stages 1, 2 & 3 will require decodable reading books. The Early Reading Screens are located within the downloadable Screening and Tracking Manuals.

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.

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

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

Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3)					Accuracy	Reading Strategies Observed
shop	chin	that	shed	rich	_____/20	☐ Blending each letter ☐ Onset & rime reading
rash	thin	thick	much	them	=_____%	☐ Whole word reading ☐ Other
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	☐ Blending each letter ☐ Whole word reading
sank	wink	camp	held	gold	=_____%	☐ Other

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

Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)							Accuracy
strap	shrunk	splint	scrap	thirty	scream	tie	_____/20
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
doubt	breakfast	actor	photograph	scratch	quench	cupboard	
tasty	kidney	replace	beneath	anyone	parent		=_____%

VC (Exercise 1) & CVC (Exercise 2)

- **Foundation Reading Books:** HRset1, AddHRset1, DLset1, DRset1, TUset1, SRmulti1 (page 6-8)
- **Year 1 & 2 Catch-Up Reading Books:** HRset1b (page 16)
- **Year 3, 4, 4 & 6 Catch-Up Reading Books:** MDog12 (page 18)

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

- **Foundation Reading Books:** HRset2, AddHRset2, TUset2, DLset2, DRset2, SRmulti2, NFmulti2 (page 8 - 10)
- **Year 1 & 2 Catch-Up Reading Books:** HRset2b (page 16)
- **Year 3-6 Catch-Up Reading Books:** MDog12, ThatDog1, MagBelt1 (page 18)

Also Stage 2 (Exercise 6):

- **Year 1 Reading Books:** HRset3, SRmulti3, NFmulti3 (page 11 - 12)
- **Year 2 Catch-Up Reading Books:** L1mail, SVset (page 15), HRset34b (page 17)
- **Year 3-6 Catch-Up Reading Books:** MDog3, Totem1, Alba1 (page 19) Rescue1, Island1 (page 20)

Also Stage 3 (Exercise 7)

- **Year 2 Catch-Up Reading Books**: HRset34b, Deggs1 (page17)
- **Year 3-6 Catch-Up Reading Books:** TitGant1 (page 20), Talisman12, AmbGuard1 (page 21)

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 student read 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

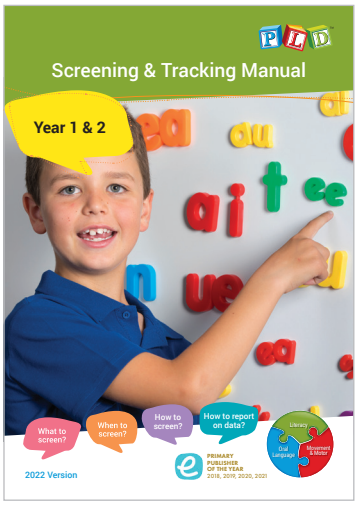
Year 1 & 2 – Week 1 in Term 1 Spelling Placement Screen

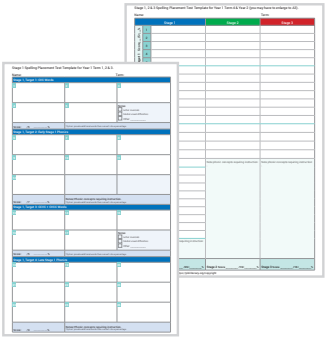
(to Establish Targeted Teaching Groups for Term 1)

Stage 1	Test Word	Test Word in a Sentence
Target 1	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	shut	Please shut the door.
	chin	The baby had food in his chin.
	that	That is my pencil.
	pick	You can pick what game to play.
	weed	Mum pulled the weed from the garden.
	moon	At night the moon is in the sky.
	quiz	We had a quiz at school.
Target 3	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	clay	I made a bowl from clay.
	bring	Bring your lunch to school.
	sport	Football is my favourite sport.
	start	The race will soon start.
	small	My sister is small.
	chain	The chain fell off my bike.
	under	The dog hid under the table.
	point	Point to birds in the tree.
	joy	To be happy is to be full of joy.

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

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





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

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%
1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	9/15	10/15	11/15	12/15	13/15	14/15	15/15	
7%	13%	20%	27%	33%	40%	47%	53%	60%	67%	73%	80%	87%	93%	100%	
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%							
1/7	2/7	3/7	4/7	5/7	6/7	7/7									
14%	28%	42%	57%	71%	85%	100%									

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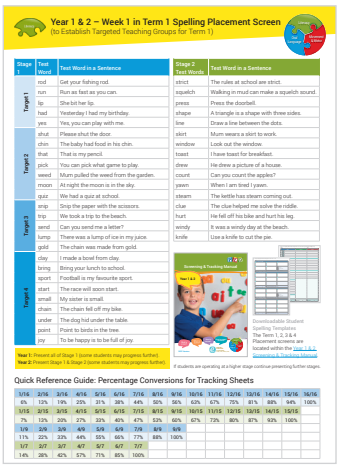
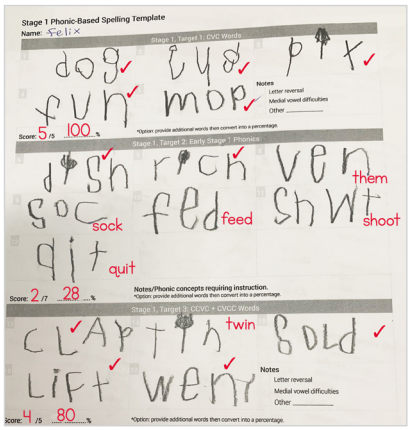
Year 1 & 2 – Establishing Targeted Teaching Groups
(& Phonic Based Word Lists)

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.

Present the relevant placement screen



Mark spelling tests and convert scores into percentages



Enter percentage scores onto a PLD Tracking Sheet and arrange into three targeted teaching groups

First Name	Spelling profile Week 2 Term 1 – Stage 1 Target 1 CVC	Target 2 sh, ch, th, oo, ee, ck	Target 3 CCVC CVCC	Target 4 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, oa, 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%	0%	
Arya	40%	71%	100%	88%	6%	

Step 1:
- Highlight in yellow the teaching focus of the term ahead.

Step 2:
- Cluster students in 3 targeted teaching groups.

Step 3:
- Describe teaching focus for the term.

FAQ:
Where Are the Word Lists Sourced From?

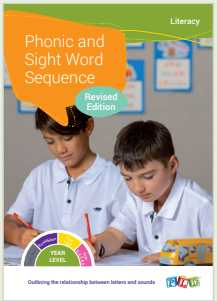
OPTION 1

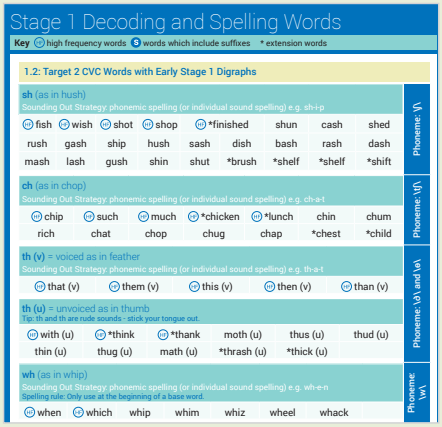
The Time-Savers series dramatically reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.

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

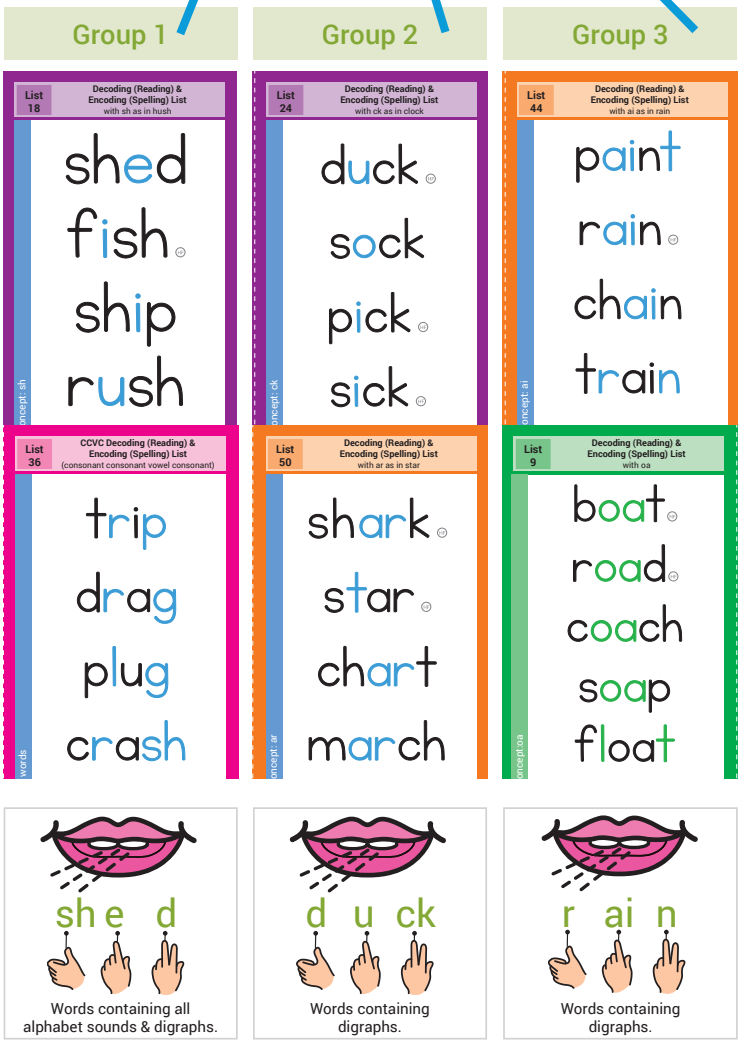
OPTION 2

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





Phonic & Sight Word Sequence - Code: BPSW



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 "sound-out" and phonics focus, as well as a task to facilitate the transfer of spelling words into written work.

Recommended Whole Class SSP Lesson Format

Organisation	Revision	Explicit Instruction	Learning Task (I Do, We Do)	Learning Task (You Do)
1-2 minutes	**3-4 minutes**	**5-7 minutes**	**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: ☐ Spelling book/ templates ☐ Two coloured pencils (e.g. a lead pencil and a red pencil) Return to the mat for whole class instruction of the 3 phonic lists.	Revise phonic concepts already covered through use of: ☐ PLD flipbooks ☐ PLD phonic flash cards ☐ A PowerPoint 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.	Read, sound-out and discuss <u>each</u> of the phonic-based word lists to the whole class. Explain the grapheme, digraph or trigraph common to each list when sounding for the majority of words, this will be according to phonemes. For students with low literacy skills this will provide exposure to future concepts. For the typical and more-able students, this will provide ongoing revision as many students will still make common errors. This daily practise reinforces the relationship between sounds and letters, which is essential for retention and consolidation of phonic concepts.	Present a template contained within Time-Savers or a self created template. <u>Explicitly demonstrate</u> how to complete the task for the day. Select a word or two from each of the different word lists. You may like to set a **WALT ("We Are Learning To…** sound out as we spell and write"), **WILF ("What I am Looking For…** your mouth to be moving as you write.") and **TIB ("This is Because…** good spellers map letters into sounds"). Send students back to their work stations. 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. Students use their own word list to complete the daily task independently. (Teachers could now work with less capable students on the assigned task).

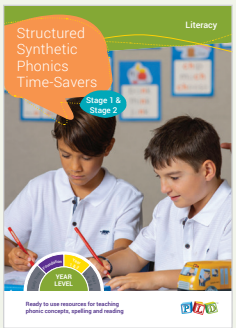
Design a <u>weekly routine</u> (or adopt a routine from Time-Savers) of skill rehearsal tasks with a <u>specific</u> focus.

Monday, Tuesday and Wednesday: Tasks that focus students on phonemic based spelling. For example, re-writing list words into Elkonin boxes with alternating colours.

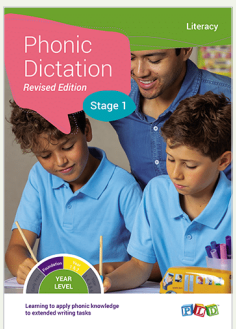
Specific activities can be selected from Structured Synthetic Phonics Time-Savers – Stage 1 & 2. The recommended activities have been integrated into the weekly templates.

Thursday and Friday: Schedule phonic dictation tasks that require students to transfer their phonic knowledge into extended writing. For example Group 1: read a phonic passage and 10 minutes of rewriting the phonic passage. Then swap to the next group.

Tip: It is not necessary to schedule all phonic dictation tasks. Prioritise Task 1 (Reading Practice) and Task 5 (Phonic Dictation).



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

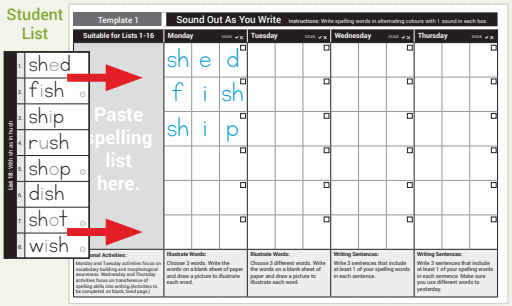


Phonic Dictation Stage 1 - Code: Md1

Class Teaching List

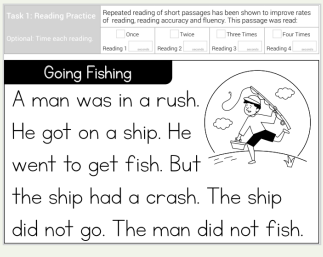
Student List

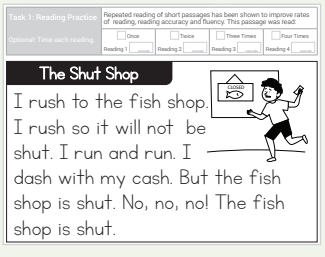
Elkonin Boxes



Prepared, ready to use spelling lists which are colour coded to support students 'sounding-out' the words.

Weekly spelling templates (also included) make it easier to cater for the range in ability as the same task is allocated to the whole class but the phonic word lists differ.





This program presents Stage 1 phonic passages to read and rewrite. It facilitates Stage 1 phonic skills transferring into passage level reading and writing.

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Students Entering Year 1 & 2 Scoring 0% to 20% 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. 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 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 in order 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 very 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) **p** =	☐	**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."

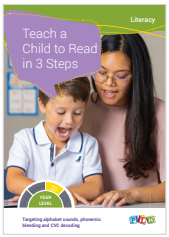
s	☐	☐	**d**	☐	☐	**g**	☐	☐	**j**	☐	☐
p	☐	☐	**c**	☐	☐	**b**	☐	☐	**q**	☐	☐
a	☐	☐	**h**	☐	☐	**o**	☐	☐	**z**	☐	☐
i	☐	☐	**e**	☐	☐	**f**	☐	☐	**w**	☐	☐
t	☐	☐	**m**	☐	☐	**u**	☐	☐	**x**	☐	☐
n	☐	☐	**r**	☐	☐	**l**	☐	☐	**v**	☐	☐
Group 1 Score _____ /6			**Group 2 Score** _____ /6			**Group 3 Score** _____ /6			**y**	☐	☐
									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 confusion? ☐ Yes ☐ No
iii.) Other

Plot the results of the assessments in the tracking sheet.

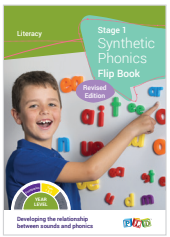
Step 2: Use the screening information to create an individualised plan using the following options based on the student's ability level:

PRE-LITERACY PROGRAMS

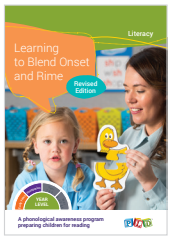


Teach a Child to Read in 3 Steps - Code: CCread

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



Stage 1 Synthetic Phonics Flipbook - Code: SP1



Learning to Blend Onset and Rime - Code: L2B1

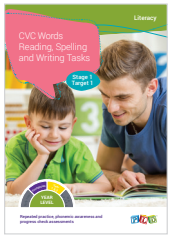
PLD PHONIC APPS

Reading Race 1a

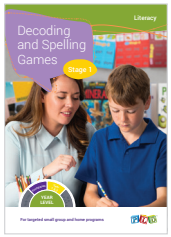
Spell Star 1a

Two Player 1a

CVC LITERACY PROGRAMS



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



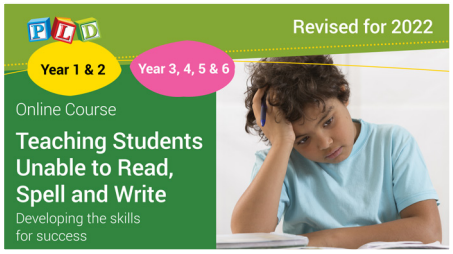
Stage 1 Decoding and Spelling Games - Code: Bsw1

Alphabet Letter Sounds - Code: Bal

	Low entry students			Week 1 in Term 1: Class Profile				
	Preparing for CVC			Stage 1				
	Alphabet sounds	Blending 3 phonemes	Segmentation	Target 1	Target 2	Target 3	Target 4	Stage 2
First Name	?/26	/5 = %	/5 = %	CVC	sh, ch, th, oo, ee	CCVC CVCC	ar, or, er, ay, all, oi	
Learning Focus: Pretest / phonic individual sounds								
	?/6	%	%	20%	0%			
	?/6	%	%	40%	0%			
				40%	0%			
	?/26	%	%	0%	0%			
	?/26	%	%	0%	0%			
	?/26	%	%	0%	15%			
	?/26	%	%	20%	0%			
Learning Focus: CVC & Target 2 sounds (sh, ch, th)								
				60%	0%	0%		
				40%	15%	0%		
				20%	15%	0%	10%	
				60%	15%	0%	0%	
				80%	15%	0%		
				80%	15%	0%		
				100%	15%	0%		
				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 facilitate early reading, spelling and writing.



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

(to Establish Targeted Teaching Groups for Term 1)

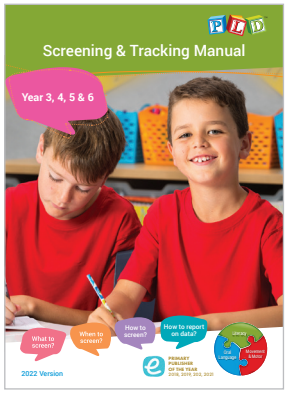
Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word	Test Word in a Sentence
Target 1	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	shut	Please shut the door.
	chin	The baby had food on his chin.
	that	That is my pencil.
	pick	You can pick what game to play.
	weed	Mum pulled the weed from the garden.
	moon	At night the moon is in the sky.
	quiz	We had a quiz at school.
Target 3	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	clay	I made a bowl from clay.
	bring	Bring your lunch to school.
	sport	Football is my favourite sport.
	start	The race will soon start.
	small	My sister is small.
	chain	The chain fell off my bike.
	under	The dog hid under the table.
	point	Point to birds in the tree.
	joy	To be happy is to be full of joy.

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

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

Stage 4 Test Words	Test Word in a Sentence
squabble	The twins will squabble over the toys.
mechanic	The mechanic fixed the car.
gentleman	A gentleman holds the door open for a lady.
research	We need to do research for our assignment.
luggage	My sister takes the most luggage.
naughty	Our cat is very naughty.
excursion	We went on an excursion to the museum.
reception	Mum delivered the note to reception.
mountain	I want to go mountain climbing.
celery	Celery is yummy in soups.
tremendous	Our team did a tremendous job.
syllable	What is the first syllable?
hurricane	The hurricane destroyed the town.
guardian	Your parent or guardian must give permission.
neighbour	Do you know your neighbour?
furniture	Our dog jumped on the furniture.



Year 3 & Year 4:

- Present all of Stages 1, 2, 3 & 4.

Year 5 & Year 6:

- 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.

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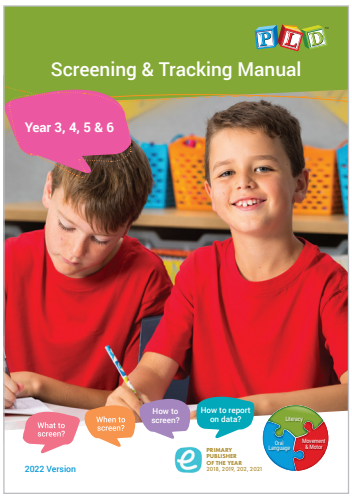
Year 3, 4, 5 & 6 – Week 1 in Term 1 Spelling Placement Screen

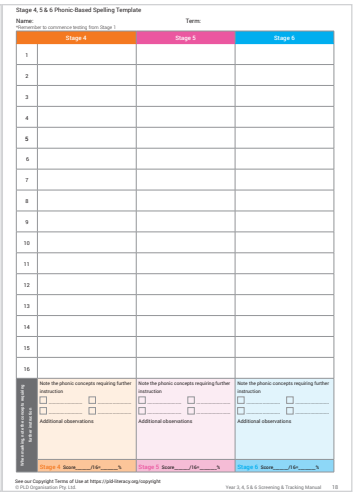
(to Establish Targeted Teaching Groups for Term 1)

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

Stage 5 Test Words	Test Word in a Sentence
accelerate	The go-cart will accelerate down the hill.
essential	It is essential that you wear a helmet.
accommodate	The room can accommodate four people.
admirable	Generosity is an admirable trait.
intelligible	Use vocabulary that is intelligible to others.
oriental	I love oriental food.
anxious	Spiders make me feel anxious.
malicious	The bully made malicious threats.
extreme	Today is extreme fire danger.
relationship	Tim has a good relationship with his brother.
obedient	Our dog is obedient.
documentary	We watched a documentary about sustainability.
nourish	Whole food will nourish your body.
circumference	The equator runs around the circumference of the earth.
circular	We made circular patterns in the sand.
measurement	Give the measurement in millimetres.

Stage 6 Test Words	Test Word in a Sentence
parachute	A parachute is made of silk.
obliterate	The dark clouds obliterate the sun.
carnivorous	A praying mantis is a carnivorous insect.
champagne	The bride drank champagne.
paralyse	A spinal injury can paralyse a person.
irresistible	The puppy's eyes were irresistible.
banquet	The school banquet is next week.
submersible	The research team has a submersible boat.
miscellaneous	The box holds miscellaneous items.
popularise	His books helped to popularise the sport.
inclusive	All prices are inclusive of GST.
chronicle	It is a chronicle of Australian history.
reciprocal	She had hoped for a reciprocal gift.
solemn	The man's face was solemn.
convenience	The convenience of supermarkets is undeniable.
paradigm	Social media has created a paradigm shift.





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.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

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%
1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	9/15	10/15	11/15	12/15	13/15	14/15	15/15	
7%	13%	20%	27%	33%	40%	47%	53%	60%	67%	73%	80%	87%	93%	100%	
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%							
1/7	2/7	3/7	4/7	5/7	6/7	7/7									
14%	28%	42%	57%	71%	85%	100%									

Year 3, 4, 5 & 6 – Establishing Targeted Teaching Groups
(& Phonic Based 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.

Present the relevant placement screen

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

Stage 1	Test Word	Test Word in a Sentence
Target 1	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	shut	Please shut the door.
	chin	The baby had food on his chin.
	that	That is my pencil.
	pick	You can pick what game to play.
	weed	Mum pulled the weed from the garden.
	moon	At night the moon is in the sky.
	quiz	We had a quiz at school.
Target 3	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	clay	I made a bowl from clay.
	bring	Bring your lunch to school.
	sport	Football is my favourite sport.
	start	The race will soon start.
	small	My sister is small.
	chain	The chain fell off my bike.
	under	The dog hid under the table.
	point	Point to birds in the tree.
	joy	To be happy is to be full of joy.

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

Stage 4 Test Words	Test Word in a Sentence
squabble	The twins will squabble over the toys.
mechanic	The mechanic fixed the car.
gentleman	A gentleman holds the door open for a lady.
research	We need to do research for our assignment.
luggage	My sister takes the most luggage.
naughty	Our cat is very naughty.
excursion	We went on an excursion to the museum.
reception	Mum delivered the note to reception.

Stage 2 Test Words
strict
squelch
press
shape
line
skirt
window
toast
drew
count
yawn
steam
clue
hurt
windy
knife

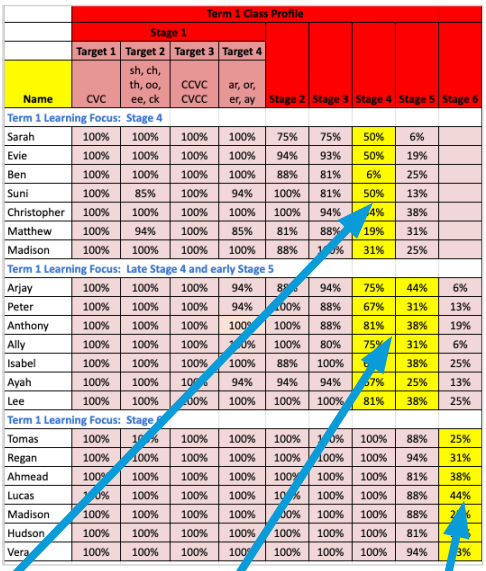
Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5 Test Words	Test Word in a Sentence
accelerate	The go-cart will accelerate down the hill.
essential	It is essential that you wear a helmet.
accommodate	The room can accommodate four people.
admirable	Generosity is an admirable trait.
intelligible	Use vocabulary that is intelligible to others.
oriental	I love oriental food.
anxious	Spiders make me feel anxious.
malicious	The bully made malicious threats.
extreme	Today is extreme fire danger.
relationship	Tim has a good relationship with his brother.
obedient	Our dog is obedient.
documentary	We watched a documentary about sustainability.
nourish	Whole food will nourish your body.
circumference	The equator runs around the circumference of the earth.
circular	We made circular patterns in the sand.
measurement	Give the measurement in millimetres.

Stage 6 Test Words	Test Word in a Sentence
parachute	A parachute is made of silk.
obliterate	The dark clouds obliterate the sun.
carnivorous	A praying mantis is a carnivorous insect.
champagne	The bride drank champagne.
paralyse	A spinal injury can paralyse a person.
irresistible	The puppy's eyes were irresistible.
banquet	The school banquet is next week.
submersible	The research team has a submersible boat.
miscellaneous	The box holds miscellaneous items.
popularise	His books helped to popularise the sport.
inclusive	All prices are inclusive of GST.
chronicle	It is a chronicle of Australian history.
reciprocal	She had hoped for a reciprocal gift.
solemn	The man's face was solemn.
convenience	The convenience of supermarkets is undeniable.
paradigm	Social media has created a paradigm shift.

Mark spelling tests and convert scores into percentages

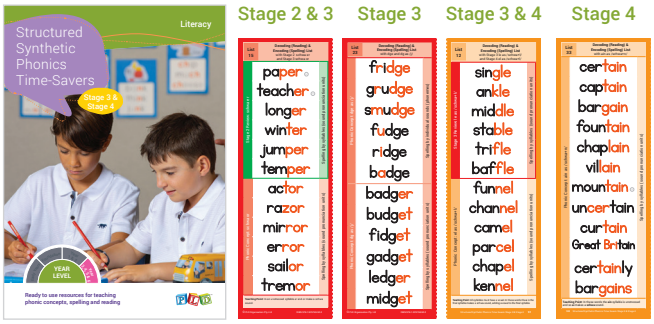
Enter percentage scores onto a PLD Tracking Sheet and arrange into three targeted teaching groups



	Term 1 Class Profile								
	Stage 1								
	Target 1	Target 2	Target 3	Target 4					
Name	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%	4%	38%	
Matthew	100%	94%	100%	85%	81%	88%	19%	31%	
Madison	100%	100%	100%	100%	88%	0%	31%	25%	
Term 1 Learning Focus: Late Stage 4 and early Stage 5									
Arjay	100%	100%	100%	94%	8%	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%	0%	100%	80%	75%	31%	6%
Isabel	100%	100%	100%	100%	88%	100%	6	38%	25%
Ayah	100%	100%	100%	94%	94%	94%	7%	25%	13%
Lee	100%	100%	100%	100%	100%	100%	81%	38%	25%
Term 1 Learning Focus: Stage 5									
Tomas	100%	100%	100%	100%	100%	0%	100%	88%	25%
Regan	100%	100%	100%	100%	100%	100%	100%	94%	31%
Ahmead	100%	100%	100%	100%	100%	100%	100%	81%	38%
Lucas	0%	100%	100%	100%	10	100%	100%	88%	44%
Madison	100%	100%	100%	100%	00%	100%	100%	88%	2
Hudson	100%	100%	100%	100%	100%	100%	100%	81%	
Vera	100%	100%	100%	10	100%	100%	100%	94%	3%

OPTION 1

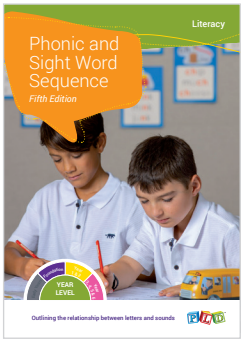
The Time-Savers series dramatically reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.



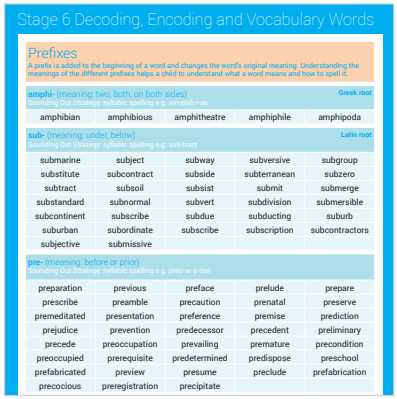
Structured Synthetic Phonics Time-Savers Stage 3 & 4 - Code: SSPts3

OPTION 2

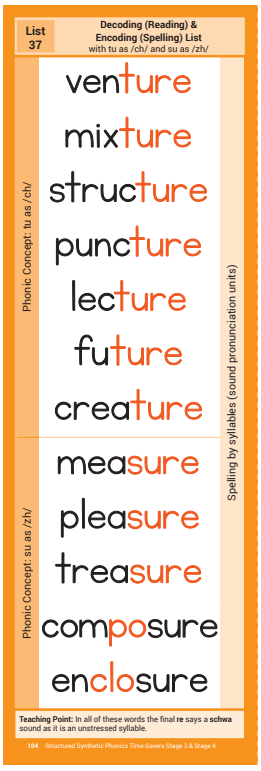
Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).

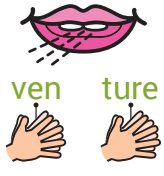


Phonic & Sight Word Sequence - Code: Bpsw



Group 1





Vocabulary words and syllabic spelling.

Group 2

Vocabulary words and syllabic spelling.

Group 3

Vocabulary words and syllabic spelling.

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Structuring Synthetic Phonics Within Literary Blocks

Teachers should 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. PLD suggests a four part format: organisation, revision, explicit instruction and an independent task. The teaching and learning should have a "sound-out" and phonics focus, as well as tasks which facilitate the vocabulary (or word knowledge) of the list words as well as tasks to rehearse the transfer of phonic list words into extended writing.

Whole Class SSP Lesson Format

Organisation	Revision	Explicit Instruction	Learning Task (I Do, We Do)	Learning Task (You Do)
1-2 minutes	**3-4 minutes**	**5-7 minutes**	**5 minutes**	**15-20 minutes**
Establish a routine in which students learn to efficiently place the items they require on their work station: ☐ Spelling book ☐ Two coloured pencils (e.g. a lead pencil and a red pencil). Return to the mat for the whole class instruction.	Revise phonic concepts already covered through the use of: ☐ PLD flipbooks ☐ PLD phonic flash cards ☐ A PowerPoint Regular revision and consolidation is essential. A commitment to revision and consolidation will transfer concepts into the long term memory.	Read and sound-out <u>each</u> of the phonic-based word lists to the whole class. For the majority of words, this will be according to phonemes. Explain the grapheme, digraph or trigraph common to each list. For students with low literacy skills, this will provide exposure to future concepts. For the typical and more-able students, this will provide ongoing revision as many students will still make common errors. This daily practise reinforces the relationship between sounds and letters, which is essential for retention and consolidation of phonic concepts.	Present a template contained within Time-Savers or a self created template. <u>Explicitly demonstrate</u> how to complete the task for the day. Select a word or two from each of the different word lists. You may like to set a **WALT ("We Are Learning To…** sound out as we spell and write"), **WILF ("What I am Looking For...** your mouth to be moving as you write.") and **TIB ("This is Because…** good spellers map letters into sounds"). Send students back to their work stations. 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. Students can use their own word list to complete the daily task independently. (The teacher could now work with less capable students on the assigned task).

Design a <u>weekly routine</u> (or adopt a routine from Time-Savers) of skill rehearsal tasks with a <u>specific</u> focus.

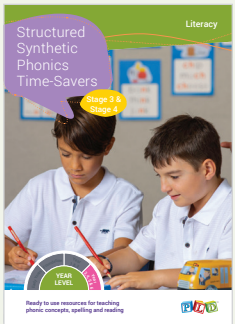
Monday and Tuesday: Schedule tasks that focus students on the phonic concepts and the sound structure of the list words. For example, re-writing list words into Elkonin boxes with alternating colours.

Wednesday: Schedule vocabulary development tasks to ensure that the phonic list words are understood. Unless the meanings of the words are clear students will not transfer into writing.

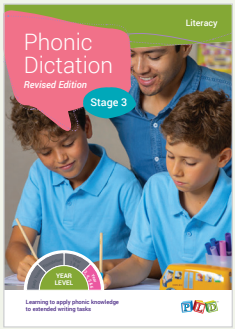
Specific activities can be selected from Structured Synthetic Phonics Time-Savers Stage 3 & 4.

Thursday and Friday: Schedule phonic dictation tasks that require students to transfer their phonic knowledge into extended writing. For example, reading the phonic passages and 10 minutes of rewriting the phonic passage. In this way, the transference of phonic concepts is being factored into the weekly process.

Tip: It is not necessary to schedule all phonic dictation tasks. Prioritise Task 1 (Reading Practice) and Task 5 (Phonic Dictation).



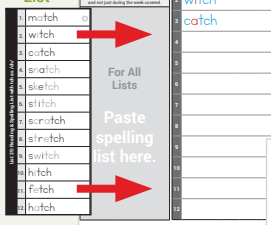
Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPts1



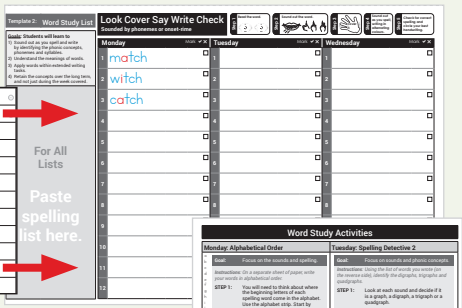
Phonic Dictation Stage 3 - Code: Md3

Class Teaching List

Student List

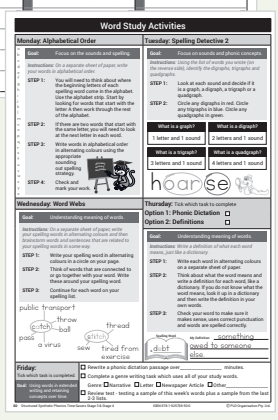


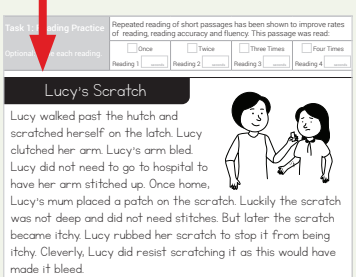
Elkonin Boxes



Prepared, ready to use spelling lists which are colour coded to support students 'sounding-out' the words.

Weekly spelling templates (also included) make it easier to cater for the range in abilities. The same tasks are allocated but the phonic word lists differ.





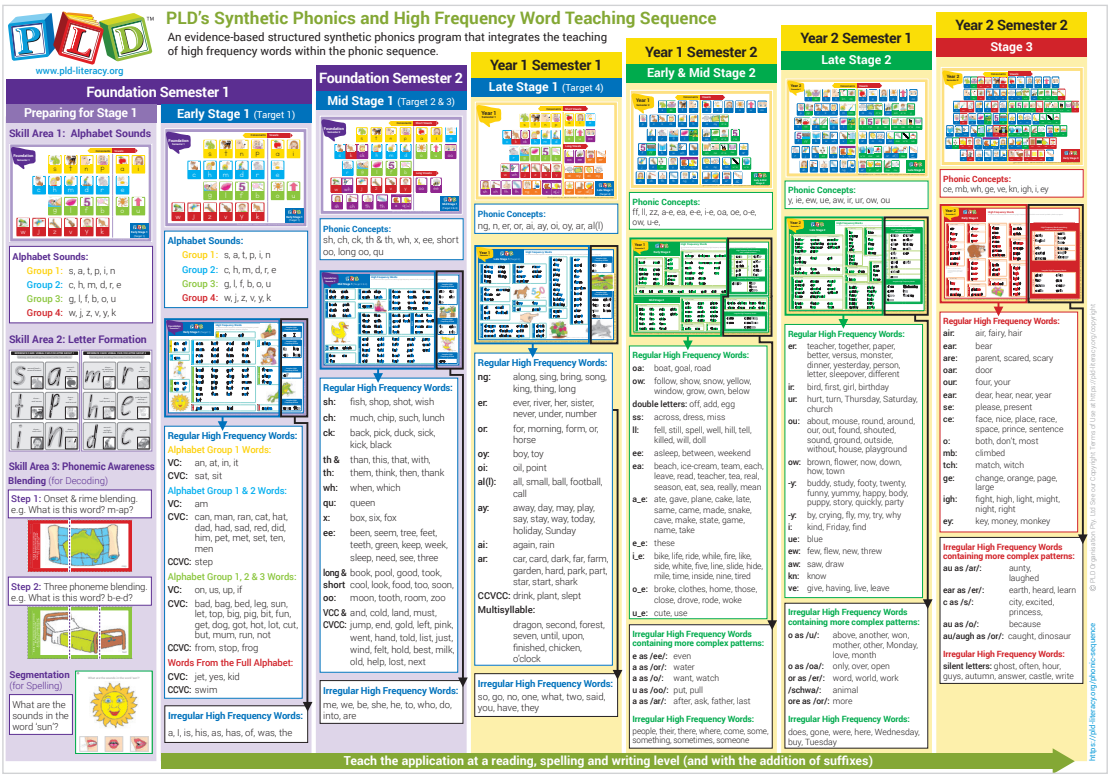
This program presents Stage 3 phonic passages to read and rewrite. It facilitates Stage 3 phonic skills transferring into passage level reading and writing.

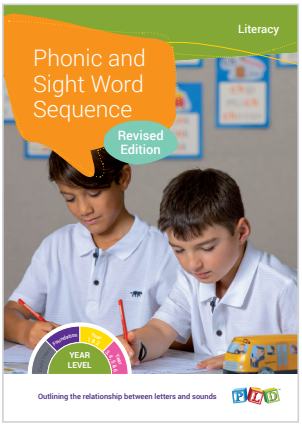
FAQ: How Should Teachers Teach High Frequency Words (HFW's)?

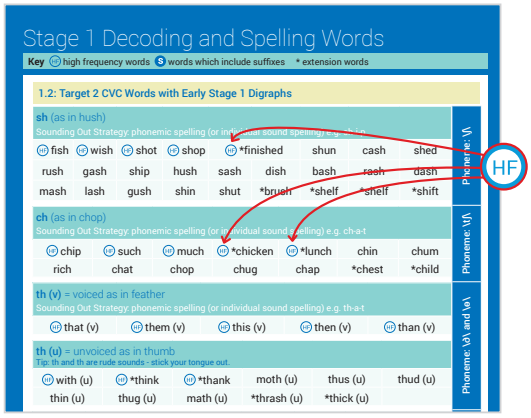
The existing evidence-base consistently argues for HFW's to be integrated within a SSP program.

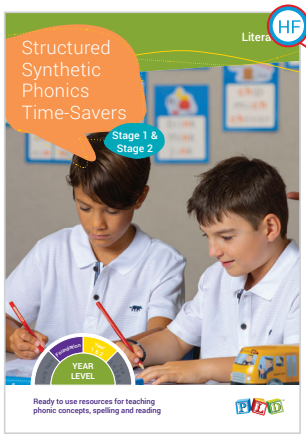
The overview outlines the Foundation to Year 2 teaching sequence for PLD's Structured Synthetic Phonics (SSP) and High Frequency Words (HFW's). The chart can be downloaded at: https://pld-literacy.org/phonic-sequence/

What teachers often find surprising is that the vast majority of the HFW's are regular and can be easily taught within the SSP sequence. The majority of the words occur within PLD's Stages 1, 2 and 3. To assist, the HFW's have been identified within PLD programs through the application of (HF) beside phonic-based words.

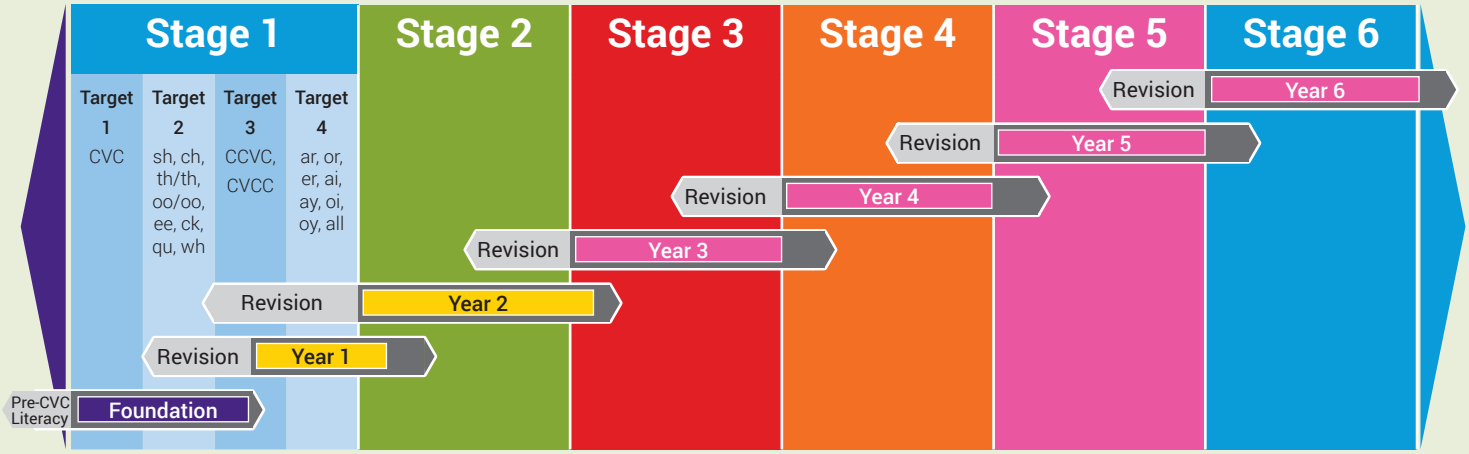








FAQ: How Do the PLD Stages Correspond to Year Levels?



Colour Key: Revision of the previous year level and the residual errors identified from the placement tests — Teaching focus

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