

Screening & Tracking Manual

Early Years

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



What to screen?

When to screen?

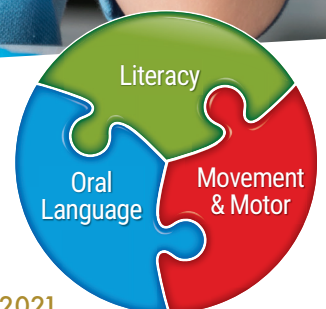
How to screen?

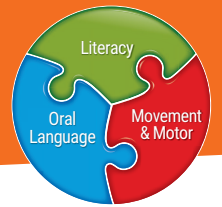
How to report on data?

2024 Version



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



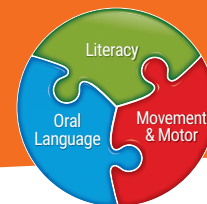


How to Use the Early Years Screening & Tracking Manual	
What is Included in this Early Years Screening & Tracking Manual?.....	3
How to Monitor Progress with PLD?	3
How to Get Started with PLD's Screening & Tracking?	3
Using the PLD Tracking Sheets in the Early Years	4
Overview of the Early Years Literacy Assessment	5
When to Schedule PLD's Early Years Screening	6

Targeting Literacy Over the Full Year	
How to Conduct PLD's Pre-Literacy Screening	
Phonological and Phonemic Awareness Subtests	
Term 1 Syllable Segmentation (phonological awareness) Instructions & Test Items.....	8
Term 2 Initial Sound Awareness (phonemic awareness) Instructions & Test Items.....	9
Term 3 Onset and Rime Blending (phonological awareness).....	10
Term 4 Lending 3 Sounds (phonemic awareness) Instructions & Test Items	10
Alphabet Sound Recall (phonics)	
Term 3 Lower-case Group 1 & 2 Alphabet Sound Recall.....	11
Term 4 Lower-case Group 1, 2 & 3 Alphabet Sound Recall (phonics) Instructions & Test Items	11
Lower-Case Letter Formation (handwriting)	
Term 3 Lower-case Group 1 Alphabet Sound Recall & Formation.....	12
Term 4 Lower-case Group 2 Alphabet Sound Recall & Formation Test Items	12

Appendix	
Early Years Pre-Literacy Screen (to be duplicated for each child).....	14 - 18
Glossary of Terms.....	20





What is Included in This Early Years Screening & Tracking Manual?

The Early Years Screening & Tracking Manual outlines step-by-step instructions for teachers that include what and when to screen, the materials required and time allocations.

We recommended that the screens are administered following a solid period of repeated targeted instruction. In this way, the screens function as a check-in on progress.

Keep in mind that it may be appropriate for schools to adapt the timing of the skills depending upon the demographics of the school community and the associated student entry levels to the school.

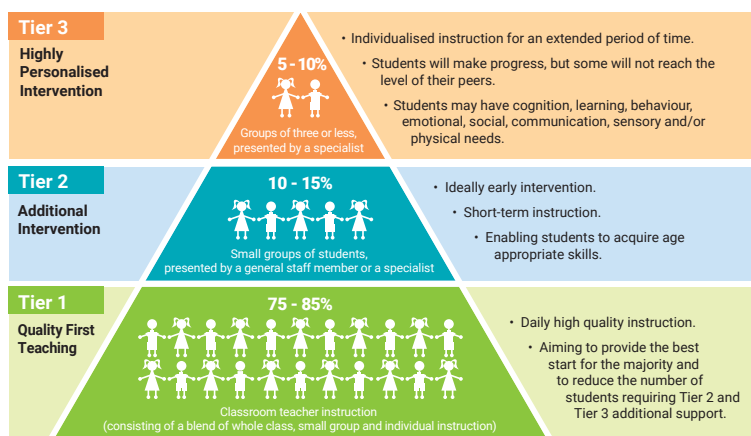
How to Monitor Progress with PLD?

PLD provides free-to-download [Early Years to Year 6 Tracking Sheets](#). It is recommended that each class implementing PLD programs and screening take the next step to report on their implementation through use of the tracking sheets. The results from the paper based screening tools are recorded in individual tracking sheets. An instructional video for setting up the tracking sheets is located at: <https://pld-literacy.org/foundation-getting-started-with-pld/>

How to Identify Students Who Are Delayed or Advanced?

PLD recognises that every class presents with a range in ability. It is expected that with the delivery of effective repeated targeted instruction the majority of students should acquire skills as outlined within the [Teaching Sequence Manual](#). However, it is also likely that there will be a small group of students who may advance faster than the schedule of skills and also a group that may lag behind in skill acquisition. In an effort to cater for the range in ability, it is recommended that each class implementing PLD identifies (on the basis of the screening) three targeted teaching groups. An instructional video for utilising the tracking sheets to establish three targeted teaching groups is located at: <https://pld-literacy.org/early-years-getting-started-with-pld/>

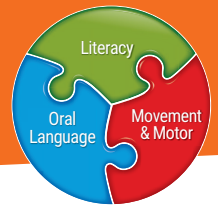
PLD's [Early Years Teaching Sequence Manual](#) applied in conjunction with this Early Years Screening & Tracking Manual and consistent tracking will facilitate increased student outcomes and a higher degree of consistency across classrooms.



How to Get Started With PLD's Screening & Tracking?

- Step 1: Complete the [Pre-literacy in the early years online course](#).
- Step 2: Download the [Early Years Teaching Sequence Manual](#).
- Step 3: Download this Early Years Screening & Tracking Manual.
- Step 4: Register for, download and set up the PLD Tracking Sheets on a classroom or whole school level.
- Step 5: Review the [Early Years Teaching Sequence Manual](#) for where to start teaching and this Screening & Tracking Manual for details on your first progress check.

Each of these steps have been outlined in detail at: <https://pld-literacy.org/early-years-getting-started-with-pld/>



The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the [Early Years Teaching Sequence Manual](#) with the screening process outlined in this manual. Through mid and end of term progress checks, children's abilities are plotted onto the tracking sheets, creating three groups, which form the basis of the targeted teaching. This process enables the classroom teacher to report on skill development of the class and simultaneously establish an implementation plan.

How to Get Started Using the PLD Tracking Sheets

- **Step 1: Download and set up the tracking sheets** using the following link: <https://pld-literacy.org/plds-tracking-sheets/>. The tracking sheets should be converted into a 'cloud-based' format. Each class is allocated a different tab.
- **Step 2: What to teach? When to teach?** Each day, schedule multiple explicit short sessions, as outlined in the [Early Years Teaching Sequence Manual](#).
- **Step 3: What to screen? When to screen? How to screen?** During Week 6 and again in Week 10, schedule progress checks through the presentation of short subtests, as outlined on pages 7 - 12 of this Manual.
- **Step 4: Enter the results in the PLD Tracking Sheets.** A sample entry for Early Years has been outlined below.
- **Step 5: How to create a class profile and three targeted teaching groups?** Watch the Early Years PLD Tracking Sheets video <https://pld-literacy.org/early-years-getting-started-with-pld/> for an explanation on how to process the test results and adjust the order of the children by establishing three targeted teaching groups.

What to teach? When to teach?	What to screen? When to screen? How to screen?	How to create a class profile and three targeted teaching groups?

An Example of the Class Profile with Three Targeted Teaching Groups

This also serves to report on student skill development and PLD implementation.

Early Years Tracking Sheet		Syllable Segmentation		Initial Sound verbalisation		Group 1: satpin sounds		Onset & Rime Level Blending		Group 1 & 2 sounds		Onset & Rime Level Blending		Blending 3 Phonemes	
		Score /5 = %	Retested in Week 10 if below 80%	Teach & retest	Score /5 = %	Retested in Week 10 if below 80%	Score /6	Retest in week 10 if below 5/6	Score /5 = %	Retest in week 10 if below 80%	Score /12	Retest in week 10 if below 10/12	Score /5 = %	Retest in week 10 if below 80%	Score /5 = %
First Name	Notes	Term 1: Week 6	Term 2: Week 6	Term 3: Week 6	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7	Term 4: week 6 or 7
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 learning.															
		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%											

Overview of the Early Years Pre-Literacy Assessment



Early Years Pre-Literacy Screens have been designed to profile the acquisition of core literacy precursor skills that will impact later reading and spelling development.

The screens focus on two main skills:

- 1. Phonological Awareness:** the ability to attend to the phonological structure or sound structure of words.
- 2. Alphabetic Knowledge:** or more specifically letter-sound identification and the ability to recall and form the alphabet sounds.

Both skills have been identified in education, speech pathology, educational psychology and dyslexia research as predictors of success and difficulties in reading performance.

The full version of the screen below is located within the Appendix.

Early Years Pre-Literacy Screen - Record Form
Kindergarten (WA, QLD, SA, TAS) Preschool (ACT, NT, NSW, VIC)

Name of Child: _____ Date of Birth: _____ Ear Infections?
 Relevant Background Information: _____ Family members with language/literacy delays?
 _____ Student currently has a speech or language delay?
 _____ Other

Phonological Awareness Section

Subtest 1: Syllable Segmentation (Stimulus Sheet 1)

Instructions: "What are the beats (or syllables) in _____?" (point to the picture)

Test Item	Syllables	Syllables Verbalised by Student	<input type="checkbox"/> Demonstrated	<input type="checkbox"/> Not Demonstrated
elephant	3 syllables			
camel	2 syllables			
octopus	3 syllables			
butterfly	3 syllables			

Results: /5 = % /5 = %

Subtest 2: Verbalisation of Initial Phoneme (A precursor to alphabet sounds.) (Stimulus Sheet 1)

Instructions: "What does _____ start with?" (point to the picture)

Test Item	Student's Response	<input type="checkbox"/> Demonstrated	<input type="checkbox"/> Not Demonstrated
fish			
hat			
jug			
van			
bike			

Results: /5 = % /5 = %

Negative Observations (suggesting further skill development is required)

i) Did the child require the adult to verbally emphasize the initial sound? (eg "fffish") Yes No
 ii) Did the child provide letter names? Yes No
 iii) Did the task appear to be difficult and cognitively effortful? Yes No

Subtest 3: Blending (A precursor to decoding or reading ability)

Onset and Rime Level Blending
 Instructions: "I am going to say 2 sounds. Put them together and say the word."
 s (1) second sound: Demonstrated Not Demonstrated
 p (2) second sound: Demonstrated Not Demonstrated
 c (3) second sound: Demonstrated Not Demonstrated
 t (4) second sound: Demonstrated Not Demonstrated
 m (5) second sound: Demonstrated Not Demonstrated
 e (6) second sound: Demonstrated Not Demonstrated
 f (7) second sound: Demonstrated Not Demonstrated
 l (8) second sound: Demonstrated Not Demonstrated
 o (9) second sound: Demonstrated Not Demonstrated
 u (10) second sound: Demonstrated Not Demonstrated
 j (11) second sound: Demonstrated Not Demonstrated
 z (12) second sound: Demonstrated Not Demonstrated
 y (13) second sound: Demonstrated Not Demonstrated
 k (14) second sound: Demonstrated Not Demonstrated
 w (15) second sound: Demonstrated Not Demonstrated

Blending Three Phonemes
 Instructions: "I am going to say 3 sounds. Put them together and say the word."
 s (1) second sound: Demonstrated Not Demonstrated
 p (2) second sound: Demonstrated Not Demonstrated
 c (3) second sound: Demonstrated Not Demonstrated
 t (4) second sound: Demonstrated Not Demonstrated
 m (5) second sound: Demonstrated Not Demonstrated
 e (6) second sound: Demonstrated Not Demonstrated
 f (7) second sound: Demonstrated Not Demonstrated
 l (8) second sound: Demonstrated Not Demonstrated
 o (9) second sound: Demonstrated Not Demonstrated
 u (10) second sound: Demonstrated Not Demonstrated
 j (11) second sound: Demonstrated Not Demonstrated
 z (12) second sound: Demonstrated Not Demonstrated
 y (13) second sound: Demonstrated Not Demonstrated
 k (14) second sound: Demonstrated Not Demonstrated
 w (15) second sound: Demonstrated Not Demonstrated

Results: /5 = % /5 = %

Negative Observations (suggesting further skill development is required)

i) Was the task presented with short pauses between sounds? Yes No
 ii) Did the child repeat the sounds to be repeated? Yes No
 iii) Did the child repeat the sounds in order to process the task? Yes No
 iv) Did the task appear difficult and cognitively effortful? Yes No

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Early Years Pre-Literacy Screen - Alphabet Sound Knowledge Section

Subtest 4a: Alphabet Sound RECOGNITION - Supporting READING (Stimulus Sheet 2 a)

Instructions: "What are the sounds in the following words? (point to the letter in the word below)"

Subtest 4a: Group 1	Subtest 4b: Group 2	Subtest 4c: Group 3	Subtest 4d: Group 4
s	m	f	w
a	r	l	j
i	h	g	v
o	c	u	z
n	d	b	y
			x
			q
			k
			p
			e
			h
			d
			c
			r
			i
			a
			s

Date tested: _____ Score: ____/16 Date tested: _____ Score: ____/12 Date tested: _____ Score: ____/18 Date tested: _____ Score: ____/25

Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING

Instructions: "Write the sound in the box below." (point to the letter in the word below)

Subtest 5a: Group 1	Subtest 5b: Group 2	Subtest 5c: Group 3	Subtest 5d: Group 4
s	m	f	w
a	r	l	j
i	h	g	v
o	c	u	z
n	d	b	y
			x
			q
			k
			p
			e
			h
			d
			c
			r
			i
			a
			s

Date tested: _____ Score: ____/16 Date tested: _____ Score: ____/12 Date tested: _____ Score: ____/18 Date tested: _____ Score: ____/25

Key:
 (✓) Forms a distinguishable lowercase letter with minimal concerning observations
 (✗) Incorrect letter formation and/or many concerning observations

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Early Years Pre-Literacy Screen - Stimulus Sheet 1

Syllable Segmentation "What are the beats (or syllables) in _____?" (point to the picture)

Verbalisation of Initial Phoneme (Sound) "What does _____ start with?" (point to the picture)

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Early Years Pre-Literacy Screen - Stimulus Sheet 2 (Foundation Font)

Alphabet Sound Recognition (supporting reading) "What are these sounds?"

Group 1	s	a	t
	p	i	n
Group 2	m	r	h
	e	c	d
Group 3	f	l	g
	o	u	b
Group 4	j	z	x
	y	k	q
	w	v	

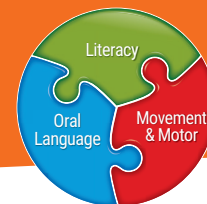
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Early Years Pre-Literacy Screen - Stimulus Sheet 3 (Cursive Font)

Alphabet Sound Recognition (supporting reading) "What are these sounds?"

Group 1	s	a	t
	p	i	n
Group 2	m	r	h
	e	c	d
Group 3	f	l	g
	o	u	b
Group 4	j	z	x
	y	w	q
	k	v	

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	Term 1	Term 2	Term 3	Term 4
Weeks 1-10	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual	Explicit Teaching Phase Refer to the PLD Early Years Teaching Sequence Manual
Micrterm screen e.g. by the end of Week 6	<p>One minute progress check</p> <ul style="list-style-type: none"> Subtest 1 Syllable Segmentation. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	<p>One minute progress check</p> <ul style="list-style-type: none"> Subtest 2 Verbalisation of Initial Phoneme. Subtest 4a Group 1 Alphabet Sounds Subtest 5a Group 1 of Alphabet Sounds Recall & Formation. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	<p>Two minute progress check</p> <ul style="list-style-type: none"> Subtest 3a Onset & Rime Blending. Subtests 4a, 4b & 4c for Groups 1, 2, & 3 Alphabet Sounds Subtests 5b and/or 5c for Group 1 & 2 of Alphabet Sounds Recall & Formation. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	<p>Two minute progress check</p> <ul style="list-style-type: none"> Subtest 3a Onset & Rime Blending & Blending Three Phonemes. Subtests 4a, 4b, 4c & 4d for Groups 1, 2, 3 & 4 Alphabet Sounds Subtests 5c & 5d of Alphabet Sounds Recall & Formation. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.
Final week of term e.g. Week 10	<p>For children who scored below 80% in their mid-term progress check: Repeat the relevant subtest (as above).</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 2. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p>	<p>For children who scored below 80% in their mid-term progress check: Repeat the relevant subtest (as above). Also repeat Subtest 1 if their end of Term 1 result was below 80%.</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 3. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p>	<p>For children who scored below 80% in their mid-term progress checks: Repeat the relevant subtests (as above).</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 4. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p>	<p>For children who scored below 80% in their mid-term progress checks: Repeat the relevant subtests (as above).</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. <p><i>Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.</i></p> <p>Prepare student tests for handover to next year's teacher.</p>

The **Early Years Pre-Literacy Screens** have been designed to profile the acquisition of core literacy precursor skills that will impact later reading, spelling and phonic development. The screens focus on two main skills:

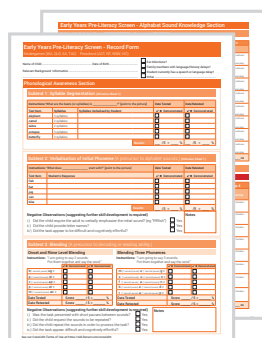
- 1. Phonological Awareness:** the ability to attend to the phonological structure or sound structure of words.
- 2. Alphabetic Knowledge:** or more specifically letter-sound identification and the ability to recall and form the alphabet sounds.

Both skills have been identified in education, speech pathology, educational psychology and dyslexia research as predictors of success and difficulties in reading performance.

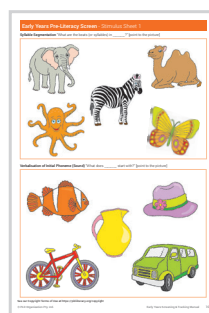
Materials Required:



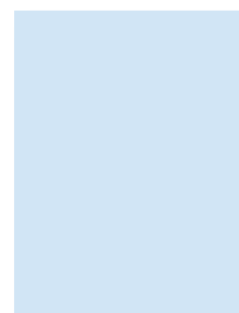
Coloured pen



Student Record Form



Stimulus Sheets



Coloured Piece of Card

Preparation:

Duplicate the Student Record Form located on pages 14 - 15 in the Appendix for each child. Write the name of each student on the record form. Add the date of the testing, year level and who the screen is being administered by.

Instructions for each subtest are located on pages 8 - 12.

Estimated Time Allocations:

Subtest 1: Syllable Segmentation. (One minute when presented individually).

Subtest 2: Verbalisation of Initial Phoneme. (One minute when presented individually).

Subtests 3a & 3b: Onset & Rime Blending and Blending Three Phonemes. (Two minutes when presented individually).

Subtests 4a, 4b & 4c: Groups 1, 2 & 3 of the Alphabet Sounds - Supporting Reading. (One to two minutes when presented individually).

Subtests 5a, 5b & 5c: Group 2 of the Alphabet Sound Recall and Formation - Supporting Spelling & Writing. (Five to ten minutes when presented in a group).

Discontinue Rule:

Continue through each subtest. If a student is visibly fatiguing, reluctant to continue or experiencing significant difficulty, cease the subtest.

Be sure to enter the results into the PLD Tracking Sheets.

Instructions for the Presentation of Subtest 1: Syllable Segmentation

- The instructions and preparation materials have been outlined on page 7.
- Explanation to the student: "We have been doing a lot of work on this over the last month and a half. Now it is your turn to show me what you have been learning." [Stimulus sheet 1] (Point to the picture) "Elephant. What are the beats (or syllables) in the word 'elephant'?"
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%.
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Be sure to enter the results into the PLD Tracking Sheets.

Phonological Awareness Section

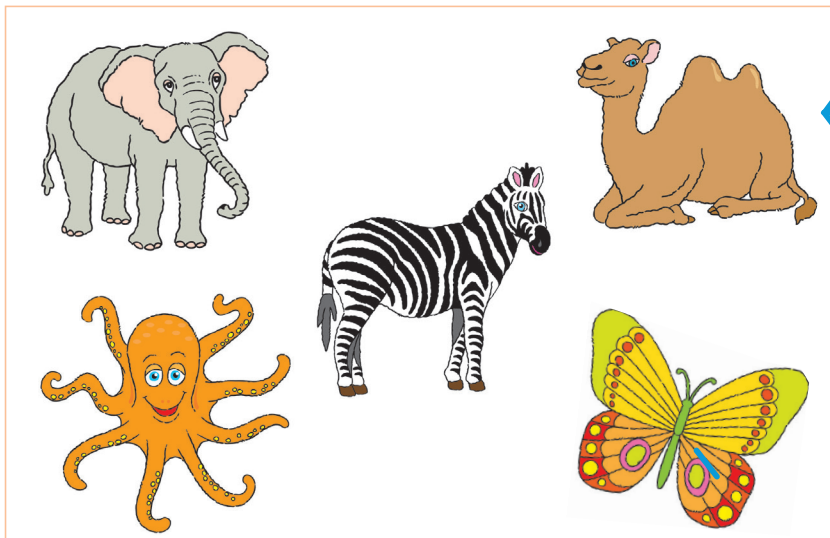
Subtest 1: Syllable Segmentation (Stimulus Sheet 1)

Instructions: "What are the beats (or syllables) in _____?" [point to the picture]			Date Tested	Date Retested
Test Item	Syllables	Syllables Verbalised by Student	✓ ✗ Demonstrated	✓ ✗ Demonstrated
elephant	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
camel	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
zebra	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
octopus	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
butterfly	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
Results:			___ /5 = ___ %	___ /5 = ___ %

The full 'Early Years Pre-Literacy Screen' is located within the Appendix.

Early Years Pre-Literacy Screen - Stimulus Sheet 1

Syllable Segmentation "What are the beats (or syllables) in _____?" [point to the picture]



Instructions for the Presentation of Subtest 2: Verbalisation of Initial Phoneme (A Precursor to Alphabet Sounds)

- The instructions and preparation materials have been outlined on page 7.
- Explanation to the student: "We have been doing a lot of work on this over the last month and a half. Now it is your turn to show me what you have been learning." (Point to the picture) "What sound does fish start with?"
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. If the student requires the adult to emphasise the initial phoneme in any way, or uses letter names rather than sounds, then the skill has not been sufficiently developed.
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Be sure to enter the results into the PLD Tracking Sheets.

Phonological Awareness Section

Subtest 2: Verbalisation of Initial Phoneme (A precursor to alphabet sounds.) (Stimulus Sheet 1)

Instructions: "What does _____ start with?" [point to the picture]		Date Tested	Date Retested
Test Item	Student's Response	✓ ✗ Demonstrated	✓ ✗ Demonstrated
fish		<input type="checkbox"/>	<input type="checkbox"/>
hat		<input type="checkbox"/>	<input type="checkbox"/>
jug		<input type="checkbox"/>	<input type="checkbox"/>
van		<input type="checkbox"/>	<input type="checkbox"/>
bike		<input type="checkbox"/>	<input type="checkbox"/>
Results:		___ / 5 = ___ %	___ / 5 = ___ %

Negative Observations (suggesting further skill development is required)

i.) Did the child require the adult to verbally emphasize the initial sound? (eg "fffffish") Yes

ii.) Did the child provide letter names? Yes

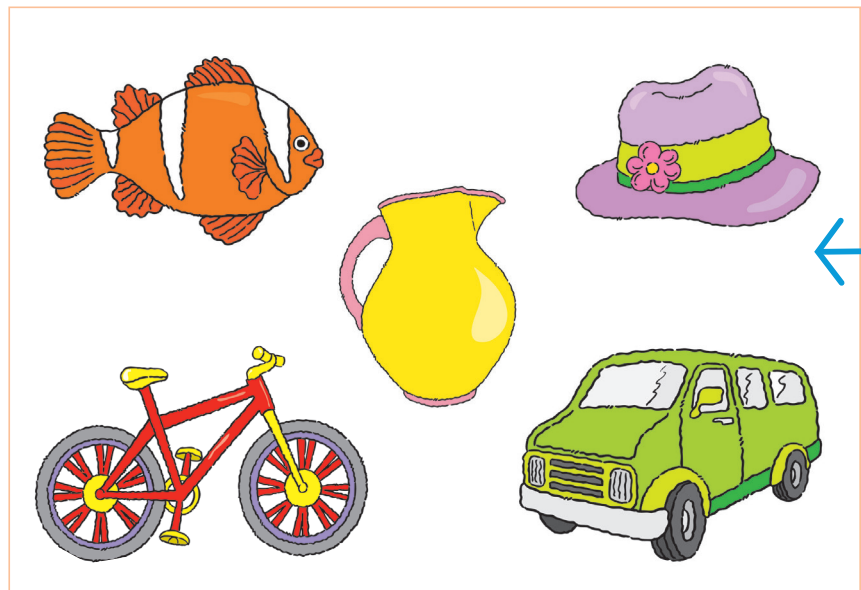
iii.) Did the task appear to be difficult and cognitively effortful? Yes

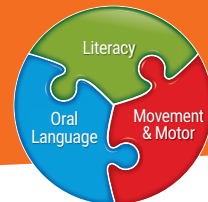
Notes

The full 'Early Years Pre-Literacy Screen' is located within the Appendix.

Early Years Pre-Literacy Screen - Stimulus Sheet 1

Verbalisation of Initial Phoneme (Sound) "What does _____ start with?" [point to the picture]





Instructions for the Presentation of Subtest 3: Blending Onset & Rime and Three Phoneme Blending

- The instructions and preparation materials have been outlined on page 7.
- Explanation to the student: "I am going to say some sounds. Put them together and say the word." Repeat the process for all test items.
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
 - Was the task presented with short pauses between sounds?
 - Did the child request the sounds to be repeated?
 - Did the child repeat the sounds in order to process the task?
 - Did the task appear difficult and cognitively effortful?
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Be sure to enter the results into the PLD Tracking Sheets.

Phonological Awareness Section

Subtest 3: Blending (A precursor to decoding or reading ability.)

Onset and Rime Level Blending

Instructions: "I am going to say 2 sounds. Put them together and say the word."

	✓ ✗ Demonstrated	✓ ✗ Demonstrated
b (1 second pause) u g =	<input type="checkbox"/>	<input type="checkbox"/>
p (1 second pause) o t =	<input type="checkbox"/>	<input type="checkbox"/>
c (1 second pause) a p =	<input type="checkbox"/>	<input type="checkbox"/>
p (1 second pause) e t =	<input type="checkbox"/>	<input type="checkbox"/>
m (1 second pause) a n =	<input type="checkbox"/>	<input type="checkbox"/>
Date Tested	Score ____ / 5 = ____ %	
Date Retested	Score ____ / 5 = ____ %	

Blending Three Phonemes

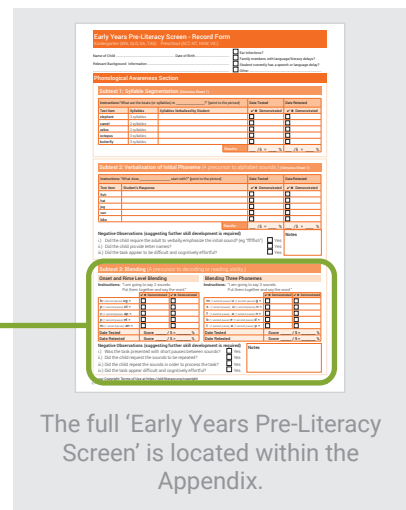
Instructions: "I am going to say 3 sounds. Put them together and say the word."

	✓ ✗ Demonstrated	✓ ✗ Demonstrated
m (1 second pause) u (1 second pause) g =	<input type="checkbox"/>	<input type="checkbox"/>
s (1 second pause) u (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>
f (1 second pause) a (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>
b (1 second pause) e (1 second pause) d =	<input type="checkbox"/>	<input type="checkbox"/>
t (1 second pause) a (1 second pause) p =	<input type="checkbox"/>	<input type="checkbox"/>
Date Tested	Score ____ / 5 = ____ %	
Date Retested	Score ____ / 5 = ____ %	

Negative Observations (suggesting further skill development is required)

- i.) Was the task presented with short pauses between sounds? Yes
- ii.) Did the child request the sounds to be repeated? Yes
- iii.) Did the child repeat the sounds in order to process the task? Yes
- iv.) Did the task appear difficult and cognitively effortful? Yes

Notes



The full 'Early Years Pre-Literacy Screen' is located within the Appendix.

Instructions for the Presentation of Subtest 4 Group 1, 2 & 3 of the Alphabet Sounds

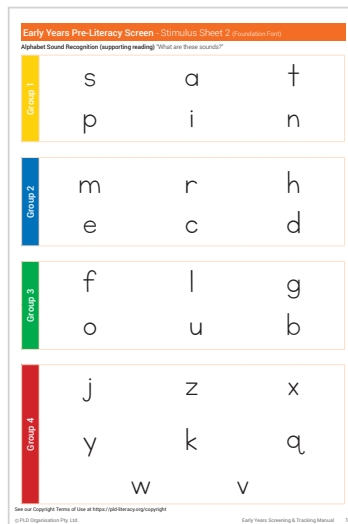
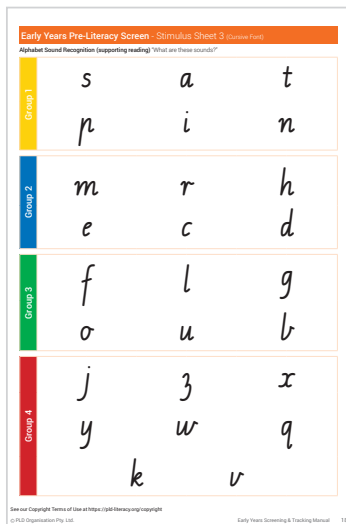
- The instructions and preparation materials have been outlined on page 7.
- Explanation to the student: “Look at these letters and tell me the sounds. I don’t want you to tell me the names of these letters, just the sounds.” Refer to the Foundation and Cursive Font stimulus sheets located in the Appendix.
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable ‘Negative Observations’ (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
 - Confusion with letter names and sounds.
 - Slow recall of sounds.
 - Reliance on adult prompting.
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

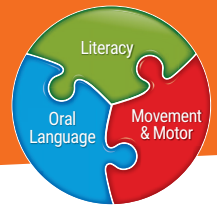
Be sure to enter the results into the PLD Tracking Sheets.

Subtest 4: Alphabet Sound Knowledge Section - Supporting Reading.

Subtest 4: Alphabet Sound RECOGNITION - Supporting READING (Stimulus Sheets 2 & 3)			
Instructions: "What are these sounds?" (Refer to the following sheets supplied in Foundation and Cursive font.)			
Subtest 4a: Group 1		Subtest 4b: Group 2	
Letter	Concerning Observations	Letter	Concerning Observations
s	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	m	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
a	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	r	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
t	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	h	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
p	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	e	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
i	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	c	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
n	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	d	<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
Date tested ____ Score ____/6		Date tested ____ Score ____/12	
Date retested: ____ Score: ____/6		Date retested ____ Score ____/12	
Date retested ____ Score ____/6		Date retested ____ Score ____/12	

The full 'Early Years Pre-Literacy Screen' is located within the Appendix.





Instructions for the Presentation of Subtest 5 Group 1, 2 & 3 of the Alphabet Sounds

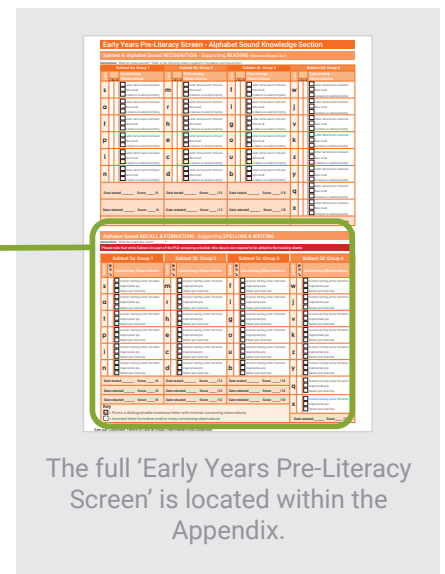
- The instructions and preparation materials have been outlined on page 7.
- Explanation to the student: "Write the sound"
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
 - Reliance on an alphabet desk strip.
 - Incorrect starting points of letters formed.
 - Reliance on adult prompting.
 - Incorrect pencil grip and seated posture.
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Subtest 5: Alphabet Sound Recognition - Supporting Spelling & Writing

Please note that while Subtest 4 is part of the PLD screening schedule, this data is not required to be added to the tracking sheets

Subtest 5a: Group 1		Subtest 5b: Group 2		Subtest 5c: Group 3		Subtest 5d: Group 4	
Sound	Concerning Observations	Sound	Concerning Observations	Sound	Concerning Observations	Sound	Concerning Observations
s	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	m	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	f	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	w	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
a	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	r	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	l	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	j	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
t	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	h	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	g	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	v	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
p	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	e	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	o	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	k	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
i	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	c	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	u	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	z	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
n	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	d	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	b	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	y	<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
Date tested _____ Score ____/6	Date tested _____ Score ____/12	Date tested _____ Score ____/18	q		<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip		
Date retested _____ Score ____/6	Date retested _____ Score ____/12	Date retested _____ Score ____/18	x		<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip		
Date retested _____ Score ____/6	Date retested _____ Score ____/12	Date retested _____ Score ____/18	Date retested _____ Score ____/26				

Key
 = Forms a distinguishable lowercase letter with minimal concerning observations
 = Incorrect letter formation and/or many concerning observations



The full 'Early Years Pre-Literacy Screen' is located within the Appendix.

Sample Layout for Recording Student Results

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18

Appendix

Early Years Pre-Literacy Screen - Record Form

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

Name of Child Date of Birth

Relevant Background Information

Ear Infections?
 Family members with language/literacy delays?
 Student currently has a speech or language delay?
 Other

Phonological Awareness Section

Subtest 1: Syllable Segmentation (Stimulus Sheet 1)

Instructions: "What are the beats (or syllables) in _____?" [point to the picture]			Date Tested	Date Retested
Test Item	Syllables	Syllables Verbalised by Student	✓ ✗ Demonstrated	✓ ✗ Demonstrated
elephant	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
camel	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
zebra	2 syllables		<input type="checkbox"/>	<input type="checkbox"/>
octopus	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
butterfly	3 syllables		<input type="checkbox"/>	<input type="checkbox"/>
Results:			___ / 5 = ___ %	___ / 5 = ___ %

Subtest 2: Verbalisation of Initial Phoneme (A precursor to alphabet sounds.) (Stimulus Sheet 1)

Instructions: "What does _____ start with?" [point to the picture]		Date Tested	Date Retested
Test Item	Student's Response	✓ ✗ Demonstrated	✓ ✗ Demonstrated
fish		<input type="checkbox"/>	<input type="checkbox"/>
hat		<input type="checkbox"/>	<input type="checkbox"/>
jug		<input type="checkbox"/>	<input type="checkbox"/>
van		<input type="checkbox"/>	<input type="checkbox"/>
bike		<input type="checkbox"/>	<input type="checkbox"/>
Results:		___ / 5 = ___ %	___ / 5 = ___ %

Negative Observations (suggesting further skill development is required)

- i.) Did the child require the adult to verbally emphasize the initial sound? (eg "fffffish") Yes
- ii.) Did the child provide letter names? Yes
- iii.) Did the task appear to be difficult and cognitively effortful? Yes

Notes

Subtest 3: Blending (A precursor to decoding or reading ability.)

Onset and Rime Level Blending

Instructions: "I am going to say 2 sounds.
Put them together and say the word."

	✓ ✗ Demonstrated	✓ ✗ Demonstrated
b (1 second pause) ug =	<input type="checkbox"/>	<input type="checkbox"/>
p (1 second pause) ot =	<input type="checkbox"/>	<input type="checkbox"/>
c (1 second pause) ap =	<input type="checkbox"/>	<input type="checkbox"/>
p (1 second pause) et =	<input type="checkbox"/>	<input type="checkbox"/>
m (1 second pause) an =	<input type="checkbox"/>	<input type="checkbox"/>
Date Tested	Score ___ / 5 = ___ %	
Date Retested	Score ___ / 5 = ___ %	

Blending Three Phonemes

Instructions: "I am going to say 3 sounds.
Put them together and say the word."

	✓ ✗ Demonstrated	✓ ✗ Demonstrated
m (1 second pause) u (1 second pause) g =	<input type="checkbox"/>	<input type="checkbox"/>
s (1 second pause) u (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>
f (1 second pause) a (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>
b (1 second pause) e (1 second pause) d =	<input type="checkbox"/>	<input type="checkbox"/>
t (1 second pause) a (1 second pause) p =	<input type="checkbox"/>	<input type="checkbox"/>
Date Tested	Score ___ / 5 = ___ %	
Date Retested	Score ___ / 5 = ___ %	

Negative Observations (suggesting further skill development is required)

- i.) Was the task presented with short pauses between sounds? Yes
- ii.) Did the child request the sounds to be repeated? Yes
- iii.) Did the child repeat the sounds in order to process the task? Yes
- iv.) Did the task appear difficult and cognitively effortful? Yes

Notes

Early Years Pre-Literacy Screen - Alphabet Sound Knowledge Section

Subtest 4: Alphabet Sound RECOGNITION - Supporting READING (Stimulus Sheets 2 & 3)

Instructions: "What are these sounds?" (Refer to the following sheets supplied in Foundation and Cursive font.)

Subtest 4a: Group 1				Subtest 4b: Group 2				Subtest 4c: Group 3				Subtest 4d: Group 4							
Letter	✓	✗	✗	Concerning Observations	Letter	✓	✗	✗	Concerning Observations	Letter	✓	✗	✗	Concerning Observations	Letter	✓	✗	✗	Concerning Observations
s				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	m				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	f				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	w				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
a				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	r				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	l				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	j				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
t				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	h				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	g				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	v				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
p				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	e				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	o				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	k				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
i				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	c				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	u				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	z				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
n				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	d				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	b				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting	y				<input type="checkbox"/> Letter name/sound confusion <input type="checkbox"/> Slow recall <input type="checkbox"/> A reliance on adult prompting
Date tested _____ Score ____ /6				Date tested _____ Score ____ /12				Date tested _____ Score ____ /18				Date tested _____ Score ____ /26							
Date retested: _____ Score: ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18				Date retested _____ Score ____ /26							
Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18				Date retested _____ Score ____ /26							

Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING

Instructions: "Write the lowercase sound _____?"

Please note that while Subtest 4 is part of the PLD screening schedule, this data is not required to be added to the tracking sheets

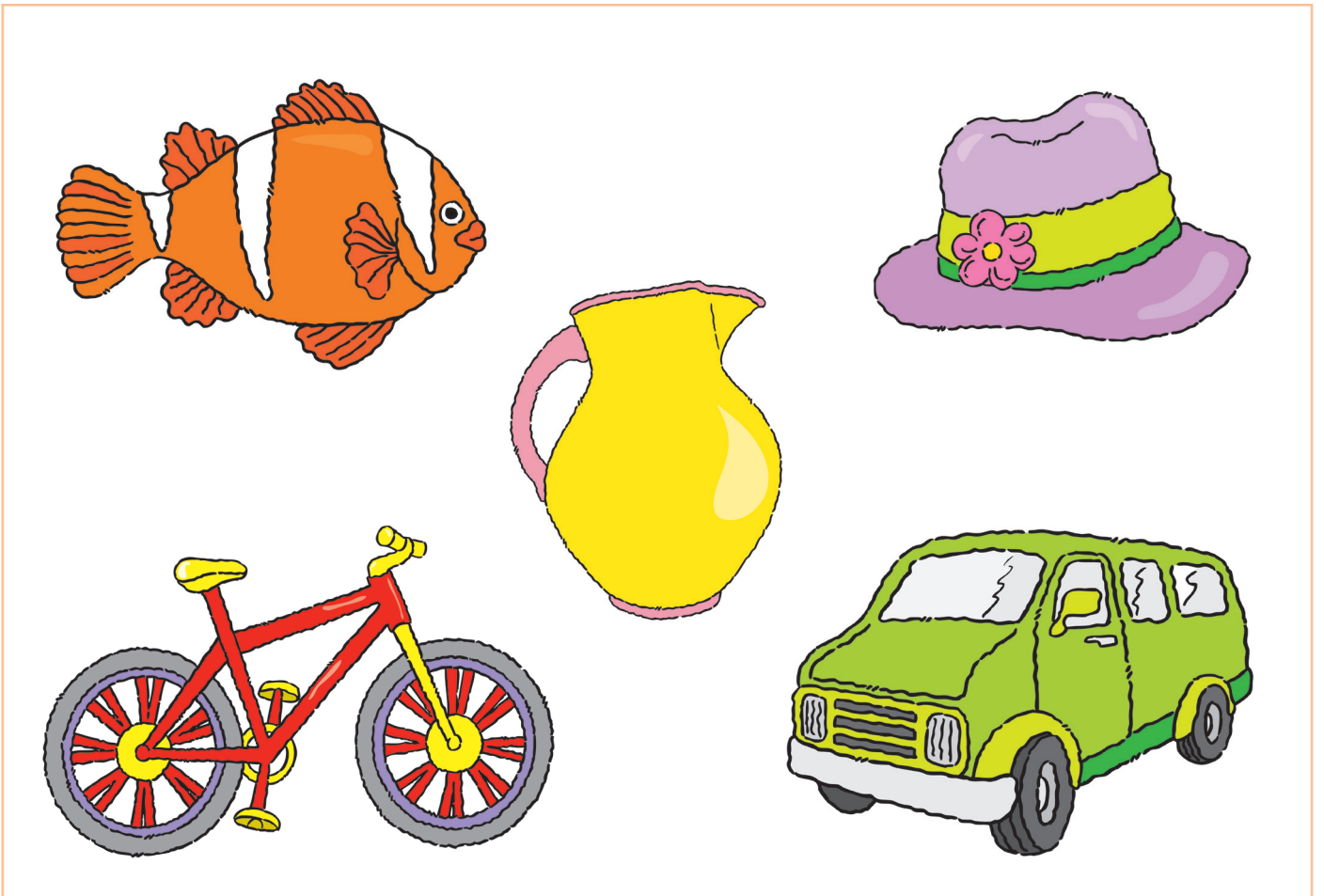
Subtest 5a: Group 1				Subtest 5b: Group 2				Subtest 5c: Group 3				Subtest 5d: Group 4							
Sound	✓	✗	✗	Concerning Observations	Sound	✓	✗	✗	Concerning Observations	Sound	✓	✗	✗	Concerning Observations	Sound	✓	✗	✗	Concerning Observations
s				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	m				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	f				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	w				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
a				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	r				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	l				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	j				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
t				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	h				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	g				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	v				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
p				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	e				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	o				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	k				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
i				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	c				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	u				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	z				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
n				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	d				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	b				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	y				<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip
Date tested _____ Score ____ /6				Date tested _____ Score ____ /12				Date tested _____ Score ____ /18				Date tested _____ Score ____ /26							
Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18				Date retested _____ Score ____ /26							
Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18				Date retested _____ Score ____ /26							
Key																			
✓ = Forms a distinguishable lowercase letter with minimal concerning observations																			
✗ = Incorrect letter formation and/or many concerning observations																			
Date retested _____ Score ____ /6				Date retested _____ Score ____ /12				Date retested _____ Score ____ /18				Date retested _____ Score ____ /26							

Early Years Pre-Literacy Screen - Stimulus Sheet 1

Syllable Segmentation "What are the beats (or syllables) in _____?" [point to the picture]



Verbalisation of Initial Phoneme (Sound) "What does _____ start with?" [point to the picture]



Early Years Pre-Literacy Screen - Stimulus Sheet 2 (Foundation Font)

Alphabet Sound Recognition (supporting reading) "What are these sounds?"

Group 1

s

a

t

p

i

n

Group 2

m

r

h

e

c

d

Group 3

f

l

g

o

u

b

Group 4

j

z

x

y

k

q

w

v

Early Years Pre-Literacy Screen - Stimulus Sheet 3 (Cursive Font)

Alphabet Sound Recognition (supporting reading) "What are these sounds?"

Group 1

s

a

t

p

i

n

Group 2

m

r

h

e

c

d

Group 3

f

l

g

o

u

b

Group 4

j

z

x

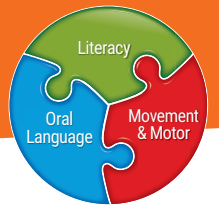
y

w

q

k

v



Glossary of Terms

Synthetic Phonics - is a way of teaching children to read and spell. It has been identified as the most successful approach to establishing early literacy skills. The 'synthetic' component relates to the 'synthesising' or blending of phonemes (or individual speech sounds) and the 'phonic' component relates to written symbols (graphemes) being linked to the individual speech sounds (phonemes).

Phonological Awareness - the ability to think about, reflect on and manipulate the sound structures of spoken language (including alliteration, rhyme, syllables and sounds).

Phonemic Awareness - the ability to identify and manipulate individual sounds within spoken words. A sub-skill of phonological awareness.

Phonemes - are the smallest unit of speech sounds contained within words. For example the word teeth, has three phonemes: t/ee/th. It is generally agreed that there are approximately 44 sounds that make up the English language. As there are only 26 letters in the alphabet some letters need to be combined to represent the remaining speech sounds.

A Digraph - is when two successive letters represent a single speech sound (or phoneme). Digraphs occur as vowels and consonants.

- **Common consonant digraphs include:** sh (as in ship), ch (as in chop), wh (as in when), th (as in think) and th (as in then).
- **Common vowel digraphs include:** ai (as in rain), ea (as in leaf), oo (as in broom) and oo (as in look).

Graphemes - are the letters and groups of letters that represent phonemes (or individual speech sounds).

R-Controlled Vowels - When the letter 'r' follows a vowel, it makes it change it's sound. This is why it is commonly called an r-controlled vowel or a "Bossy R" E.g. a + r = "ar" u + r = "er".



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