



Screening & Tracking Manual

Foundation

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

What to
screen?

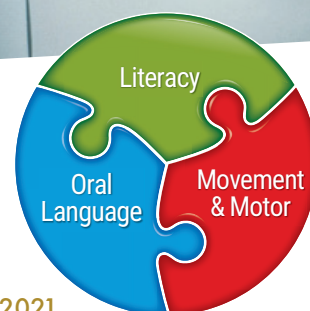
When to
screen?

How to
screen?

How to report
on data?



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What is Included in This Foundation Screening & Tracking Manual?

This manual serves as a reference guide for the use of PLD's screening and tracking tools. Included are instructions on what and when to screen and the materials required.

The screens correlate with PLD's phonics and high frequency words teaching sequence. 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 student 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 Student Progress?

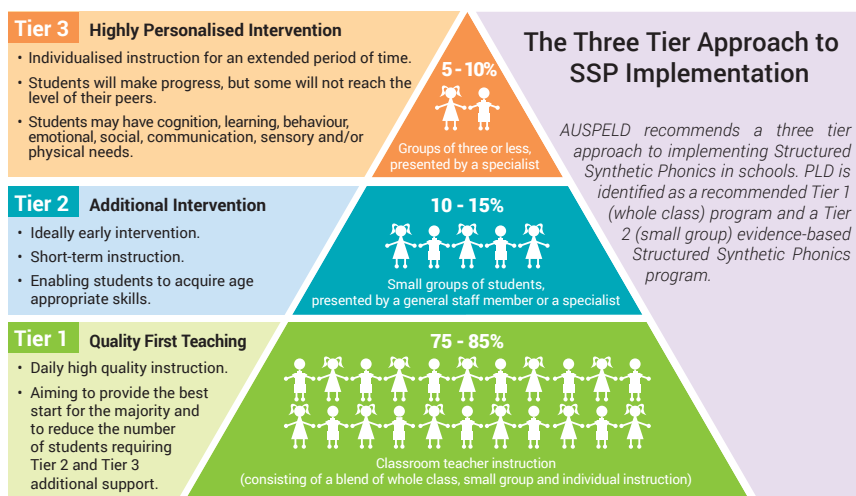
Tracking student development is central to the PLD process. Regular structured tracking from the Early Years to Year 6 is facilitated efficiently through the use of [PLD's Tracking Sheets](#). These are available for download on our website and an instructional video is located [here](#). The school should download the tracking sheets at the beginning of each school year and set them up for each class. This one document is then utilised throughout the year and populated each term by individual teachers based on the results of the Placement Tests and other screening tools. By the end of the school year this document will not only serve as an overview of every student's literacy development, but will also be useful when judging the effectiveness of PLD's implementation in each classroom

How To Identify Students Who Are Delayed or Advanced?

PLD recognises that every class presents with a broad range in student ability and the individual needs of each student should be addressed and scaffolded through rigorous and relevant programming. Through the delivery of structured repeated targeted instruction, age-appropriate students should acquire skills as outlined within the [Teaching Sequence Manual](#). However, it is highly likely for there to be students working below and above the typical skill acquisition level. In order to cater for this range in ability and program effectively, teachers should use their populated tracking sheets to divide their class into three groups. The groups are fluid and may change throughout the year depending on the data. This instructional video explains how to use the tracking sheets to establish three targeted teaching groups and identify a learning focus for each group: <https://pld-literacy.org/foundation-getting-started-with-pld/>

Structured Synthetic Phonic Teaching

Adapted from "Independent Review of the Teaching of Early Reading" (2006)



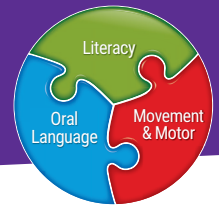
PLD's [Foundation Teaching Sequence Manual](#) applied in conjunction with this Year 1 & 2 Screening & Tracking Manual will facilitate increased student outcomes and a higher degree of consistency across classrooms.

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

- Step 1: Complete the [Learning to read, spell and write in Foundation](#) online course.
- Step 2: Download the [Foundation Teaching Sequence Manual](#).
- Step 3: Download this Foundation 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 [Foundation 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/foundation-getting-started-with-pld/>

Using the PLD Tracking Sheets in Foundation



The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the [Foundation Teaching Sequence Manual](#) with the screening process outlined in this manual. Through mid and end of term progress checks, student's abilities are plotted onto the tracking sheets. Three groups are then created that 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 and stored on the school's shared drive. Each class is allocated a different tab, indicated by its label.
- **Step 2: What to teach? When to teach?** Each day, schedule multiple explicit short sessions, as outlined in the [Foundation 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 in this manual).
- **Step 4: Enter the results in the PLD Tracking Sheets.** A sample entry for Foundation has been outlined below.
- **Step 5: How to create a class profile and three targeted teaching groups?** Watch the Foundation PLD Tracking Sheets video <https://pld-literacy.org/foundation-getting-started-with-pld/> for an explanation on how to process the test results and adjust the order of the students 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?
<p>Teaching Sequence Manual</p> <p>Foundation</p> <p>What to teach? When to teach? How to cater for the range in ability?</p> <p>2022 Version</p>	<p>Foundation Early Reading Screen</p> <p>Stage 1 Reading</p> <p>Stage 1 Spelling</p> <p>Target 1 CVC</p> <p>Target 2 CVC</p> <p>Target 3 CVC</p>	<p>Foundation Tracking Sheets</p> <p>PLD Tracking Sheets</p> <p>Using the PLD Tracking Sheets & the 3 functions required</p>

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	Segmenting	Target 1	Target 2	Target 3	Target 1	Target 2	Target 3
Pre-Literacy development: alphabet sounds, blending & segmenting										
Jono	SLP	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%		0%		
Rosie	Attendance				100%	0%		80%		
Harrison	Epilepsy				100%	0%		80%		
Billy					100%	0%		100%	14%	
Blanca	Ear Infections				90%	0%		60	29%	
Students who require further 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%	
Cassidy					100%	40%		100%	0%	
Students who require further Target 2 & 3 reading and spelling skill development										
Jax					100%	80%	50%	100%	57%	
Indigo					100%	75%	30%	80%	43%	
Sam					100%	75%	30%	100%	57%	
Miguel	SP				100%	95%	60%	100%	43%	
Matilda					100%	90%	90%	100%	43%	80%
Bec					100%	85%	50%	80%	14%	
Isia					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%

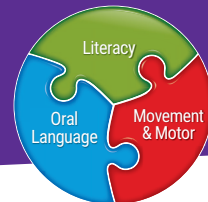
Individual program.

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

Group 2: Students who require CVC reading and spelling development and who require the remaining Target 2 digraphs to be taught.

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

Overview of the Foundation Literacy Assessments



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

Foundation Pre-Reading Screen - Student Record Form
Pre-Primary (WA), Foundation (NT), Reception (SA), Prep (QLD, VIC, TAS), Kindergarten (NSW, ACT)

Name of Student: _____ Class: _____

Relevant Background Information: _____

Decoding Pre-requisite skills - Phonological (or Phonemic) Awareness Section
Subtest 1: Blending (A precursor to decoding or reading ability)
Instructions: "I am going to say 3 sounds. Put them together and say the word."

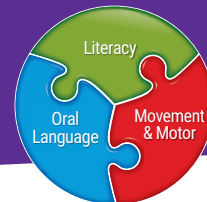
CVC Phoneme Level Blending

Phoneme	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Alphabet Sound Knowledge Section
Subtest 2: Alphabet Sound Knowledge (Supporting READING: Stimulus Sheet 1 & 2)
Instructions: "What are these sounds? Refer to the following photos supplied in Foundation and Curative font."

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



Screening & Tracking Whole Class				
	Term 1	Term 2	Term 3	Term 4
Midterm screen e.g. by the end of Week 6	Pre-Reading & Pre-Spelling Screens Present the relevant subtests: <ul style="list-style-type: none"> Subtest 1 Blending Three Phonemes Subtest 2 Alphabet Sounds Subtest 3 Segmentation Subtest 4 Alphabet Recall & Letter Formation Reporting <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. 	Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1 Use the results to allocate decodable reading books & spelling tasks. Reporting <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. 	Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3 Stage 1 Target 2 digraphs Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1 & 2 Use the results to allocate decodable reading books & spelling tasks. Reporting <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. 	Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3 Stage 1 Target 2 digraphs Exercise 4 CCVC & CVCC Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1, 2 & 3. Use the results to allocate decodable reading books & spelling tasks. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching three groups and set differentiated learning foci for the remainder of term.
Final week of term e.g. Week 10	Pre-Reading & Pre-Spelling Screens Repeat the relevant subtests (as above). If students have sufficient alphabet sound recall & blending ability, present Exercise 1 & 2 from the Foundation Early Reading Screen . Reporting <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. 	Foundation Early Reading Screen Repeat the relevant exercises (as above). Foundation Spelling Screening Present Stage 1 Target 1. Use the results to allocate decodable reading books & spelling tasks. Reporting <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. 	Foundation Early Reading Screen Repeat the relevant exercises (as above). Foundation Spelling Screening Present Stage 1 Target 1 & 2 Use the results to allocate decodable reading books & spelling tasks. Reporting <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. 	Term 4 Foundation Early Reading Screen Repeat the relevant exercises (as above). Foundation Spelling Screening Present Stage 1 Target 1, 2 & 3. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Prepare student tests for handover to next year's teacher.

Screening & Tracking Low Ability Students				
Both midterm & end of term	It is likely that the students acquiring skills slower than their peers will be requiring regular teaching and screening of pre-CVC skills: <ul style="list-style-type: none"> Subtest 1 Blending Three Phonemes Subtest 2 Alphabet Sound Subtest 3 Segmentation Subtest 4 Alphabet Recall & Formation 	It is likely that the students acquiring skills slower than their peers will be requiring regular teaching and screening of pre-CVC skills: <ul style="list-style-type: none"> Subtest 1 Blending Three Phonemes Subtest 2 Alphabet Sound Subtest 3 Segmentation Subtest 4 Alphabet Recall & Formation By the end of the semester if these students have sufficient alphabet sound recall & blending ability, present Exercise 1 & 2 from the Foundation Early Reading Screen .	It is likely that these students may be a term behind their peers. If this is the case screen CVC skills using: Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1. 	It is likely that these students may be a term behind their peers. If this is the case screen CVC & early digraph skills using: Foundation Early Reading Screen Present the relevant parts: <ul style="list-style-type: none"> Exercise 1 VC (warm up) Exercise 2 CVC Exercise 3: Stage 1 Target 2 Foundation Spelling Screening <ul style="list-style-type: none"> Present Stage 1 Target 1 and 2.

Section 1

Foundation Pre-Reading & Early Reading Screens

Term 1

Pre-Reading Screen - Student Record Form

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

Name of Student: _____ Class: _____

Relevant background information: _____

☐ History of ear infections?
☐ Student currently has a speech or language delay?
☐ Family members with language/literacy delays?
☐ Other: _____

Decoding Pre-requisite skills - Phonological (& Phonemic) Awareness Screen

Subtest 1: Blending (A precursor to decoding or reading ability)

CVC Phonemic Level Blending

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

	Sound 1	Sound 2	Sound 3	Score	%
m + /eɪ/ + /n/ = /mɛn/ penguin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
n + /eɪ/ + /t/ = /nɛt/ net	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
t + /eɪ/ + /p/ = /tɛp/ tap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b + /eɪ/ + /d/ = /bɛd/ bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
s + /eɪ/ + /p/ = /sɛp/ sap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
l + /eɪ/ + /p/ = /lɛp/ lap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d + /eɪ/ + /t/ = /dɛt/ det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f + /eɪ/ + /t/ = /fɛt/ fet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
g + /eɪ/ + /t/ = /gɛt/ get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
k + /eɪ/ + /t/ = /kɛt/ ket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
h + /eɪ/ + /t/ = /hɛt/ het	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c + /eɪ/ + /t/ = /cɛt/ cet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
p + /eɪ/ + /t/ = /pɛt/ pet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
t + /eɪ/ + /t/ = /tɛt/ tet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b + /eɪ/ + /t/ = /bɛt/ bet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
s + /eɪ/ + /t/ = /sɛt/ set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
l + /eɪ/ + /t/ = /lɛt/ let	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d + /eɪ/ + /t/ = /dɛt/ det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f + /eɪ/ + /t/ = /fɛt/ fet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
g + /eɪ/ + /t/ = /gɛt/ get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
k + /eɪ/ + /t/ = /kɛt/ ket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
h + /eɪ/ + /t/ = /hɛt/ het	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c + /eɪ/ + /t/ = /cɛt/ cet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
p + /eɪ/ + /t/ = /pɛt/ pet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
t + /eɪ/ + /t/ = /tɛt/ tet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b + /eɪ/ + /t/ = /bɛt/ bet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
s + /eɪ/ + /t/ = /sɛt/ set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
l + /eɪ/ + /t/ = /lɛt/ let	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d + /eɪ/ + /t/ = /dɛt/ det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f + /eɪ/ + /t/ = /fɛt/ fet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
g + /eɪ/ + /t/ = /gɛt/ get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
k + /eɪ/ + /t/ = /kɛt/ ket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
h + /eɪ/ + /t/ = /hɛt/ het	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c + /eɪ/ + /t/ = /cɛt/ cet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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b + /eɪ/ + /t/ = /bɛt/ bet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
s + /eɪ/ + /t/ = /sɛt/ set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
l + /eɪ/ + /t/ = /lɛt/ let	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d + /eɪ/ + /t/ = /dɛt/ det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f + /eɪ/ + /t/ = /fɛt/ fet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
g + /eɪ/ + /t/ = /gɛt/ get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
k + /eɪ/ + /t/ = /kɛt/ ket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
h + /eɪ/ + /t/ = /hɛt/ het	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c + /eɪ/ + /t/ = /cɛt/ cet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
p + /eɪ/ + /t/ = /pɛt/ pet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
t + /eɪ/ + /t/ = /tɛt/ tet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b + /eɪ/ + /t/ = /bɛt/ bet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
s + /eɪ/ + /t/ = /sɛt/ set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
l + /eɪ/ + /t/ = /lɛt/ let	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d + /eɪ/ + /t/ = /dɛt/ det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f + /eɪ/ + /t/ = /fɛt/ fet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
g + /eɪ/ + /t/ = /gɛt/ get	<input type="checkbox"/>	<input type="checkbox"/>			

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

Foundation Early Screening

Assess the basic components of early decoding and reading and to assign decodable reading books.

Name of Student		School Year			
Date Tested	Mid Term	End of Term	Mid Term	End of Term	
Term 1			Term 3		
Term 2			Term 4		

Single Word Reading

Students are required to read the following words. They will gradually become more difficult. I will tell you when to stop.

Exercise 1: VC Words (Refer to Stimulus Sheet 1)

	Accuracy	Reading Strategies Observed
pin	___/10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & time reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
net	___%	

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)

	Accuracy	Reading Strategies Observed
pin	___/10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & time reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
tap	___%	
sit	___%	
hat	___%	
kit	___%	
net	___%	

Exercise 3: Stage 2 Target 1 (Refer to Stimulus Sheet 3)

	Accuracy	Reading Strategies Observed
shop	___/20	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & time reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
chin	___%	
shed	___%	
rich	___%	
rash	___/20	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & time reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
thin	___%	
thick	___%	
much	___%	
them	___%	
moon	___%	
hook	___%	
feed	___%	
weed	___%	
luck	___%	
toon	___%	
queen	___%	
shout	___%	
when	___%	
quit	___%	

Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 4)

	Accuracy	Reading Strategies Observed
sink	___/10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & time reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
small	___%	
trip	___%	
slip	___%	
glad	___%	
sank	___%	
wink	___%	
camp	___%	
held	___%	
gold	___%	

Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 4)

	Accuracy	Reading Strategies Observed
sport	___/10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & time reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
away	___%	
never	___%	
spark	___%	
train	___%	
faint	___%	
under	___%	
sharp	___%	
noise	___%	
enjoy	___%	

Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)

	Accuracy
strap	___/20
shunk	___%
splint	___%
scrap	___%
thirty	___%
scream	___%
tie	___%
nurse	___/20
toadstool	___%
scorch	___%
ground	___%
flower	___%
knife	___%
clue	___%
slippers	___%
saw	___%
blew	___%
dusty	___%
pillar	___%
smoke	___%

Exercise 7: Stage 3 Phonic Concepts (Refer to Stimulus Sheet 5)

	Accuracy
lounge	___/20
frighten	___%
cringe	___%
pledge	___%
struggle	___%
career	___%
emotion	___%
double	___/20
breakfast	___%
actor	___%
photograph	___%
scratch	___%
cupboard	___%
tasty	___%
kidney	___%
replace	___%
beneath	___%
anyone	___%
parent	___%

Negative Observations (suggesting further skill development is required, even if the student scored 100%)

a) Is the letter naming (other than alphabet sounds) complicating decoding efforts? ☐ Yes ☐ No

b) Is the phonics knowledge limiting decoding reading performance? ☐ Yes ☐ No

c) Is the student experiencing difficulties blending while decoding? ☐ Yes ☐ No

Make a note of when the student's speed of processing slows down. This can identify the point of difficulty

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 2

pin tap

sit hat

kit net

run jog

gum win

Term3

Stimulus Sheet 3 - Stage 1 Target 2 Digraphs

Exercise 3: Stage 1 Target 2 Digraphs

shop	chin	that	shed
rich	rash	thin	thick
much	them	moon	hook
feed	weed	luck	took
queen	shoot	when	quit

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Term 4

Stimulus Sheet 4 - CCVC & CVCC Words

Exercise 4: Stage 1 Target 3 Digraphs

skip smell trip slip glad

sank wink camp held gold

Exercise 5: Stage 1 Target 4 Digraphs

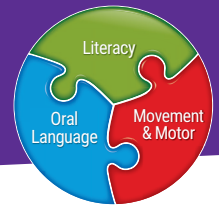
sport away never spark train

faint under sharp noise enjoy

Version available to download at <https://ppl-literacy.org/product/ready-reading-profile-foundation-year>
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Always commence screening from exercise 1 each term.

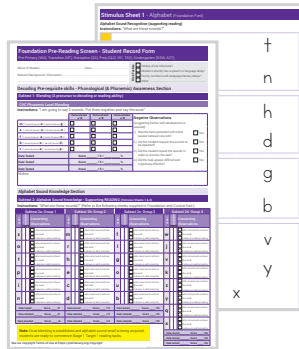
How to Conduct Foundation Pre-Reading & Early Reading Screens



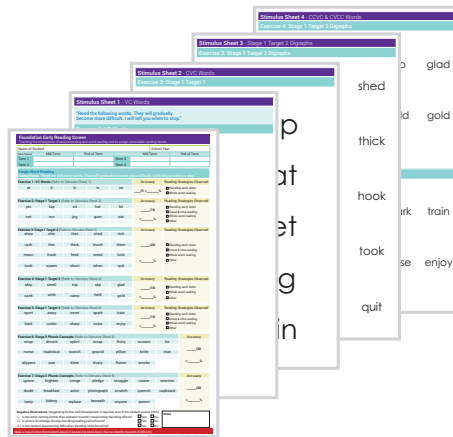
Materials Required:



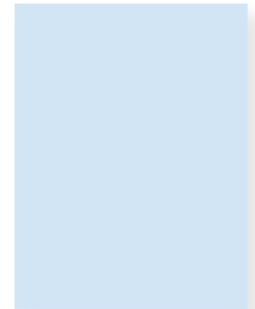
Coloured pen



Pre-Reading Student Record Form & Stimulus Sheets



Early Reading Student Record Form & Stimulus Sheets



Coloured Piece of Card

Preparation:

Duplicate the student record forms for each student. Write the name of each student on the student record form. Add the date of the testing and who the screen is being administered by.

Estimated Time Allocation for:

Subtest 1: CVC Phonemic Blending (one minute, when presented individually). Instructions are located on page 9.

Subtest 2a, b, c, d: Alphabet Sound Knowledge - Supporting Reading (two minutes when presented individually).

Instructions are located on page 10.

Exercise 1, 2, 3, 4: Single Word Reading (three minutes when presented individually). Instructions are located on page 11 and 12.

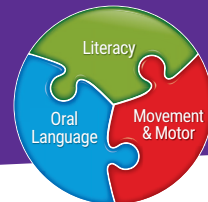
Marking & Scoring the Reading Test Items:

Record exactly what the child has said (and not just a tick or cross). This will provide information on the student's early reading process.

Correct Reading of the Test Word	Example 1: Read the word 'tap'	Example 2: Read the word 'shop'
Sounds out and blends each alphabet sound (and digraph).	t/a/p ✓	sh/o/p ✓
Sounds out with 'chunking' of some letters. May also be described as onset & rime reading.	t/ap ✓	sh/op ✓
Reads the word automatically as a whole word, without sounding aloud or 'in the student's head'.	tap ✓	shop ✓
Incorrect Reading of the Test Word (always record exactly what the student verbalised)	top ✗ "tree"	shed ✗ "shop"
Sounds out the word, but does not blend.	t/a/p ? ✗	shop ? ✗
No response or would not attempt.	?	?
Other Observations		
Self corrected and reread (or re-attempted) the word.	ṭ/ạ/p̣ = tat SC ✓	sḥ/ọ/p̣ = ship SC ✓
Rereads when a student loses their place and rereads a line(s) of words.	RR	RR
When the student is prompted with alphabet sounds, phonic sounds or blending.	P	P

Foundation Pre-Reading Screen

Term 1 Blending Three Phonemes



Instructions for the Presentation of Subtest 1: CVC Phonemic Level Blending

- Explanation to the student: "I am going to say three sounds. Put them together and say the word".
- 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%.

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

Decoding Pre-requisite skills - Phonological (& Phonemic) Awareness Section

Subtest 1: Blending (A precursor to decoding or reading ability.)

CVC Phonemic Level Blending

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

	Demonstrated ✓ x	Demonstrated ✓ x	Demonstrated ✓ x	Negative Observations
m (1 second pause) u (1 second pause) g =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
s (1 second pause) u (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f (1 second pause) a (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b (1 second pause) e (1 second pause) d =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
t (1 second pause) a (1 second pause) p =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Notes:				

Foundation Pre-Reading Screen - Student Record Form

Pre-Primary (WAL, Transition (N1), Reception (SA), Prep (C), Y1C, Y2C), Kindergarten (NSW ACT)

Name of Student: _____ Class: _____

Relevant Background Information: ☐ History of ear infection? ☐ Student currently has a speech or language delay? ☐ Family members with language/fluency delay?

Decoding Pre-requisite skills - Phonological (& Phonemic) Awareness Section

Subtest 1: Blending (A precursor to decoding or reading ability.)

CVC Phonemic Level Blending

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

	Demonstrated ✓ x	Demonstrated ✓ x	Demonstrated ✓ x	Negative Observations
m (1 second pause) u (1 second pause) g =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
s (1 second pause) u (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f (1 second pause) a (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b (1 second pause) e (1 second pause) d =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
t (1 second pause) a (1 second pause) p =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Notes:				

Alphabet Sound Knowledge Section

Subtest 2: Alphabet Sound Knowledge - Supporting READING (stimulus sheets 1 & 2)

Instructions: "What are these sounds?" (Refer to the following sheets assigned in Foundation and Curious font)

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

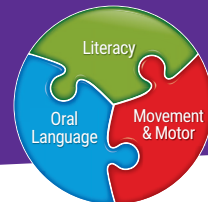
Note: Once blending is established and alphabet sound recall is being acquired, students are ready to commence Stage 1, Target 1 reading tasks.

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The 'Foundation Pre-Reading Screen'

Foundation Pre-Reading Screen

Term 1: Alphabet Sound Knowledge



Instructions for the Presentation of Subtest 2: Alphabet Sound Knowledge - Supporting Reading

- Explanation to the student: "I am going to point to a sound. In the box number ___ I want you to say the sound ..."
- Remember that NO prompting is permitted in the test items.
- Progress through Subtests 2a, b, c & d and calculate each student's score out of 26.
- Remember to note the occurrence of any observable 'Concerning or Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%.

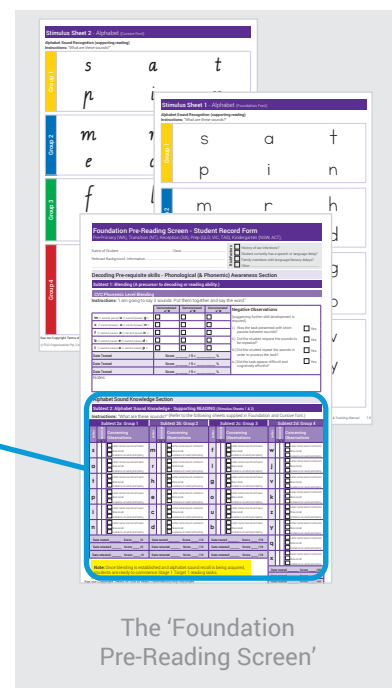
Be sure to enter the results into the PLD Tracking Sheets.

Alphabet & Phonic Knowledge (for reading)

Subtest 2: Alphabet Sound Knowledge - Supporting READING (Stimulus Sheets 1 & 2)

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

Subtest 2a: Group 1			Subtest 2b: Group 2			Subtest 2c: Group 3			Subtest 2d: 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 tested _____ Score ____/26		
Date retested: _____ Score: ____/6			Date retested _____ Score ____/12			Date retested _____ Score ____/18			Date tested _____ Score ____/26		



Stimulus Sheet 1 - Alphabet (Foundation Font)

Alphabet Sound Recognition (supporting reading)
Instructions: "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	w	j	v
	k	z	y
	q	x	

Stimulus Sheet 2 - Alphabet (Cursive Font)

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

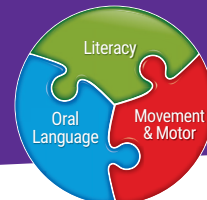
Group 1	s	a	t
	p	i	n
Group 2	m	r	h
	e	c	d
Group 3	f	l	g
	o	u	b
Group 4	w	j	v
	k	z	y
	q	x	

Sample Stage 1 Phonic Screening:

Stage 1 Target 2:	th + th	ch	sh
	ee	oo +	oo
	qu	ck	wh
Stage 1 Target 4:	ay	or	ar
	ai	oy	oi
	er + er	ng	all

Foundation Early Reading Screen

Term 1 & Term 2



Instructions:

- Say: "You are going to do some reading for me. Place your finger under each word, and read each one. I will tell you when to stop."
- Use the coloured card to reveal one line of text at a time.

Discontinue Rule:

- Continue to read through the allocated subtests or reading exercises until the student makes five consecutive errors or if the student is visibly fatiguing or reluctant to continue.

A reading sample from a Foundation student in early Term 2:

Single Word Reading

Instructions: "Read the following words. They will gradually become more difficult. I will tell you when to stop."

Exercise 1: VC Words (Refer to Stimulus Sheet 1)

at	it	in	is	on	Accuracy	Reading Strategies Observed
✓	✓	✓	✓	✓	5/5 = 100%	<input checked="" type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)

pin	tap	sit	hat	kit	Accuracy	Reading Strategies Observed
✓	✓	✗	✓	✓	6/10	<input checked="" type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
net	run	jog	gum	win	= 60%	
✓	✓	✗	✗	✗		

A reading sample from a Foundation student in late Term 2:

Exercise 1: VC Words (Refer to Stimulus Sheet 1)

at	it	in	is	on	Accuracy	Reading Strategies Observed
✓	✓	✓	✓	✓	5/5 = 100%	<input checked="" type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)

pin	tap	sit	hat	kit	Accuracy	Reading Strategies Observed
✓	✓	✓	✓	✓	8/10	<input checked="" type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
net	run	jog	gum	win	= 80%	
✓	✓	✓	✓	✓		



How to interpret the testing results from the Foundation Early Reading Screen?

At this stage of reading acquisition, students typically display with one or more of the following screening observations:

Accuracy:

- Exercise 2 reading accuracy will be steadily increasing but students can range from 20% to 80% or 100%.

Reading Strategies:

- Most students operating at this level will still be 'sounding-out' (decoding) words e.g. p/i/n or p/in, as opposed to whole word reading.

Other Relevant Observations:

- Decoding can be initially slow or laboured decoding of the words.
- Students can initially show fatigue within the presentation of Exercise 2.

Single Word Reading

Instructions: "Read the following words. They will gradually become more difficult. I will tell you when to stop."

Exercise 1: VC Words (Refer to Stimulus Sheet 1)

at	it	in	is	on	Accuracy	Reading Strategies Observed
					___/5 = ___%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)

pin	tap	sit	hat	kit	Accuracy	Reading Strategies Observed
					___/10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
net	run	jog	gum	win	= ___%	

VC
(Exercise 1)

and

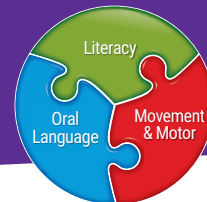
CVC
(Exercise 2)

Foundation Books:

HRset1,
AddHRset1,
DLset1, DRset1,
TUsset1, SRmulti1

Year 1 & 2
Catch-Up Books:
HRset1b

Early Reading Screen Term 3 & Term 4



The instructions and preparation materials are outlined on page 8 and 11.

- It is likely that in Term 3 & Term 4, students will require the presentation of Exercise 2, 3 & 4.
- For lower ability students commence with Exercise 1 & 2.

A reading sample from a Foundation student at the end of Semester 2:

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	<u>9</u> /10 = <u>90</u> %	<input checked="" type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
net	run	jog	gum	win		
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3)					Accuracy	Reading Strategies Observed
shop	chin	that	shed	rich	<u>19</u> /20 = <u>95</u> %	<input checked="" type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
rash	thin	thick	much	them		
moon	hook	feed	weed	luck		
took	queen	shoot	when	quit		
Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed
skip	smell	trip	slip	glad	<u>9</u> /10 = <u>90</u> %	<input checked="" type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
sank	wink	camp	held	gold		

How to interpret the testing results from the Foundation Early Reading Screen?

At this stage of reading acquisition, students typically display one or more of the following screening observations:

Accuracy:

- Exercise 2 reading has become more accurate (e.g. 80%-100%).
- Exercise 3 reading accuracy will increase as phonic learning occurs.

Reading Strategies:

- Students should now be decoding with increased efficiency. This means that students should be beginning to transition from blending each letter/phonic concept to onset & rime decoding and occasionally full word automatic reading e.g. from sh/i/p to sh/ip or ship.

Other Relevant Observations:

- Students should be reading the words with increased speed.
- Fatigue should be less of a factor, as the student should be able to attempt Exercise 2, 3, & 4 in the one sitting.

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
at	it	in	is	on	<u> </u> /5 = <u> </u> %	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading
Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	<u> </u> /10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
net	run	jog	gum	win	= <u> </u> %	
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3)					Accuracy	Reading Strategies Observed
shop	chin	that	shed	rich	<u> </u> /20	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
rash	thin	thick	much	them	= <u> </u> %	
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	<u> </u> /10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
sank	wink	camp	held	gold	= <u> </u> %	
Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed
sport	away	never	spark	train	<u> </u> /10	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
faint	under	sharp	noise	enjoy	= <u> </u> %	
Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)					Accuracy	
strap	shrunk	splint	scrap	thirty	<u> </u> /20	
nurse	toadstool	scorch	ground	pillow		
slippers	saw	blew	dusty	flower	= <u> </u> %	

VC (Exercise 1) & CVC (Exercise 2)

- **Foundation Reading Books (Semester 1):** HRset1, AddHRset1, DLset1, DRset1, TUsset1, SRmulti1 (page 6-8)
- **Year 1 & 2 Catch-Up Reading Books:** HRset1b (page 18)

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

- **Foundation Reading Books (Semester 2):** HRset2, AddHRset2, TUsset2, DLset2, DRset2, SRmulti2, NFmulti2 (page 9 - 12)
- **Year 1 & 2 Catch-Up Reading Books:** HRset2b, HRset34b (page 18-19)
- **Year 3-6 Catch-Up Reading Books:** MDog12, MDog1x, ThatDog1, MagBelt1 (page 20)



Foundation Pre-Reading Screen - Student Record Form

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

Name of Student: Class:

Relevant Background Information.....

Risk Factors	<input type="checkbox"/> History of ear infections?
	<input type="checkbox"/> Student currently has a speech or language delay?
	<input type="checkbox"/> Family members with language/literacy delays?
	<input type="checkbox"/> Other:

Decoding Pre-requisite skills - Phonological (& Phonemic) Awareness Section

Subtest 1: Blending (A precursor to decoding or reading ability.)

CVC Phonemic Level Blending

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

	Demonstrated ✓ x	Demonstrated ✓ x	Demonstrated ✓ x	Negative Observations (suggesting further skill development is required)
m (1 second pause) u (1 second pause) g =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
s (1 second pause) u (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i.) Was the task presented with short pauses between sounds? <input type="checkbox"/> Yes
f (1 second pause) a (1 second pause) n =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ii.) Did the student request the sounds to be repeated? <input type="checkbox"/> Yes
b (1 second pause) e (1 second pause) d =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	iii.) Did the student repeat the sounds in order to process the task? <input type="checkbox"/> Yes
t (1 second pause) a (1 second pause) p =	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	iv.) Did the task appear difficult and cognitively effortful? <input type="checkbox"/> Yes
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Notes:				

Alphabet Sound Knowledge Section

Subtest 2: Alphabet Sound Knowledge - Supporting READING (Stimulus Sheets 1 & 2)

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

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

Note: Once blending is established and alphabet sound recall is being acquired, students are ready to commence Stage 1 Target 1 reading tasks.

Stimulus Sheet 1 - Alphabet (Foundation Font)

Alphabet Sound Recognition (supporting reading)

Instructions: "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

w

j

v

k

z

y

q

x

Stimulus Sheet 2 - Alphabet (Cursive Font)

Alphabet Sound Recognition (supporting reading)

Instructions: "What are these sounds?"

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

Foundation Early Reading Screen

Tracking the emergence of early decoding and word reading and to assign decodable reading books.

Name of Student				School Year	
Date Tested	Mid Term	End of Term		Mid Term	End of Term
Term 1			Term 3		
Term 2			Term 4		

Single Word Reading

Instructions: "Read the following words. They will gradually become more difficult. I will tell you when to stop."

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
at	it	in	is	on	____/5 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading

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

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

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

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

Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)							Accuracy
strap	shrunk	splint	scrap	thirty	scream	tie	____/20 = ____%
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		

Negative Observations (suggesting further skill development is required, even if the student scored 100%)

- i.) Is the letter naming (rather than alphabet sounds) complicating decoding efforts? ☐ Yes ☐ No
- ii.) Is phonic knowledge limiting decoding/reading performance? ☐ Yes ☐ No
- iii.) Is the student experiencing difficulties blending while decoding? ☐ Yes ☐ No

Notes

Make a note of when the student's speed of processing slows down, this can identify the point of difficulty.

Stimulus Sheet 1 - VC Words

“Read the following words. They will gradually become more difficult. I will tell you when to stop.”

Exercise 1: VC Words

at

it

in

is

on

pin

tap

sit

hat

kit

net

run

jog

gum

win

shop

chin

that

shed

rich

rash

thin

thick

much

them

moon

hook

feed

weed

luck

took

queen

shoot

when

quit

Stimulus Sheet 4 - CCVC & CVCC Words

Exercise 4: Stage 1 Target 3 Digraphs

skip smell trip slip glad

sank wink camp held gold

Exercise 5: Stage 1 Target 4 Digraphs

sport away never spark train

faint under sharp noise enjoy

Section 2

Foundation Pre-Spelling & Spelling Screens

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.

[illegible]

Term 2			Term 3			Term 4		
Stage 1			Stage 1			Stage 1		
Target 1	CVC	fog get pad sun man	Target 1	CVC	log yet pan nut wet	Target 1	CVC	rod run lip had yes
		Target 2			sh ch th ck ee oo qu			wish chat then rock seem book quick
						Target 3	CCVC & CVCC	snip trip send lump gold

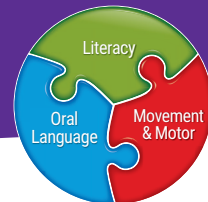
Tip: Always commence spelling screening from the CVC level each term

Tip: Always commence spelling screening from the CVC level each term

Quick Reference: Percentage Conversions

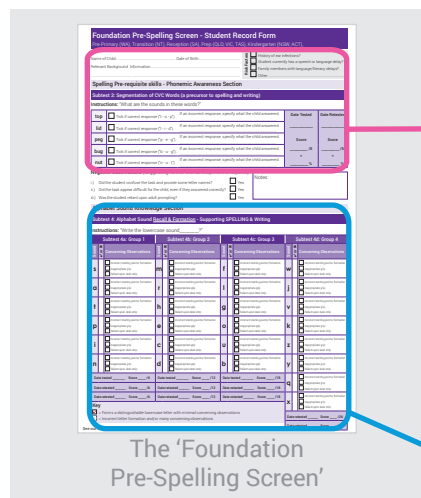
Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5											
	20%	40%	60%	80%	100%											
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7									
	14%	28%	42%	57%	71%	85%	100%									
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9							
	11%	22%	33%	44%	55%	66%	77%	88%	100%							
Stage 2, 3, 4, 5 &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

Term 1: How to Conduct the Foundation Pre-Spelling Screen



Instructions for the Presentation of Subtest 3: Segmentation of CVC Words

- Explanation to the student: "I want you to tell me the sounds in these words. I don't want you to tell me the letter names. What are the sounds in...?"
- 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 'Foundation Pre-Spelling Screen'

Instructions for the Presentation of Subtest 4: Alphabet Sound Knowledge

- Remember that NO prompting is permitted in the test items.
- Remember to note the occurrence of any observable 'Concerning or Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%.

Teacher Instructions

In an effort to be time efficient, it is recommended that this screen is presented to small groups of students, rather than individually to each student.

- "On your piece of paper, write the sound /s/." WAIT
Teacher to record any negative observations.
- "On your piece of paper, write the sound /t/." WAIT
Teacher to record any negative observations.
- Repeat as you progress through subtests 4a, b, c & d.

Sample Layout for Recording Student Results

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26				

Spelling Pre-requisite Skills - Phonemic Awareness Section

Spelling Pre-requisite skills - Phonemic Awareness Section

Subtest 3: Segmentation of CVC Words (a precursor to spelling and writing)

Instructions: "What are the sounds in these words?"

	top	lid	peg	bug	nut	Date Tested	Date Retested
	<input type="checkbox"/> Tick if correct response ("t - o - p"). If an incorrect response, specify what the child answered.	<input type="checkbox"/> Tick if correct response ("l - i - d"). If an incorrect response, specify what the child answered.	<input type="checkbox"/> Tick if correct response ("p - e - g"). If an incorrect response, specify what the child answered.	<input type="checkbox"/> Tick if correct response ("b - u - g"). If an incorrect response, specify what the child answered.	<input type="checkbox"/> Tick if correct response ("n - u - t"). If an incorrect response, specify what the child answered.		
Score						_____/5	_____/5
=						_____%	_____%

Negative Observations (suggesting further skill development is required)

- Did the student confuse the task and provide some letter names? ☐ Yes
- Did the task appear difficult for the child, even if they answered correctly? ☐ Yes
- Was the student reliant upon adult prompting? ☐ Yes

Alphabet & Phonic Recall and Formation (for spelling)

Alphabet Sound Knowledge Section

Subtest 4: Alphabet Sound Recall & Formation - Supporting SPELLING & Writing

Instructions: "Write the lowercase sound _____?"

Subtest 4a: Group 1		Subtest 4b: Group 2		Subtest 4c: Group 3		Subtest 4d: Group 4	
Sound	✓ or ✗	Sound	✓ or ✗	Sound	✓ or ✗	Sound	✓ or ✗
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

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Foundation Pre-Spelling Screen - Student Record Form

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

Name of Child: Date of Birth:

Relevant Background Information:

Risk Factors	<input type="checkbox"/> History of ear infections?
	<input type="checkbox"/> Student currently has a speech or language delay?
	<input type="checkbox"/> Family members with language/literacy delays?
	<input type="checkbox"/> Other:

Spelling Pre-requisite skills - Phonemic Awareness Section

Subtest 3: Segmentation of CVC Words (a precursor to spelling and writing)

Instructions: "What are the sounds in these words?"

			Date Tested	Date Retested
top	<input type="checkbox"/> Tick if correct response ("t - o - p").	If an incorrect response, specify what the child answered.		
lid	<input type="checkbox"/> Tick if correct response ("l - i - d").	If an incorrect response, specify what the child answered.		
peg	<input type="checkbox"/> Tick if correct response ("p - e - g").	If an incorrect response, specify what the child answered.	Score	Score
bug	<input type="checkbox"/> Tick if correct response ("b - u - g").	If an incorrect response, specify what the child answered.	_____/5	_____/5
nut	<input type="checkbox"/> Tick if correct response ("n - u - t").	If an incorrect response, specify what the child answered.	=	=
			_____%	_____%

Negative Observations (suggesting further skill development is required)

- i.) Did the student confuse the task and provide some letter names? ☐ Yes
- ii.) Did the task appear difficult for the child, even if they answered correctly? ☐ Yes
- iii.) Was the student reliant upon adult prompting? ☐ Yes

Notes:

Alphabet Sound Knowledge Section

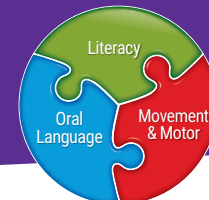
Subtest 4: Alphabet Sound Recall & Formation - Supporting SPELLING & Writing

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 4a: Group 1		Subtest 4b: Group 2		Subtest 4c: Group 3		Subtest 4d: 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		<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		<input type="checkbox"/> Incorrect starting points/ formation <input type="checkbox"/> Inappropriate grip <input type="checkbox"/> Reliant upon desk strip	
Key						x		
<input checked="" type="checkbox"/> = Forms a distinguishable lowercase letter with minimal concerning observations							Date retested _____	Score ____/26
<input checked="" type="checkbox"/> = Incorrect letter formation and/or many concerning observations							Date retested _____	Score ____/26

Term 2, 3 & 4: How to Conduct and Mark the Foundation Spelling Screens



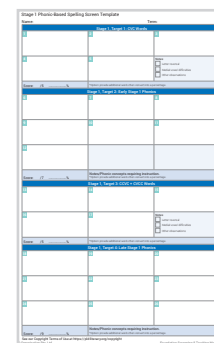
Materials Required:



Coloured Pen (for teacher)
Writing Pencil (for students)

Term 2			Term 3			Term 4		
Stage 1			Stage 1			Stage 1		
Target 1	CVC	fog get pad sun man	Target 1	CVC	log yet pan nut wet	Target 1	CVC	rod run lip had yes
			Target 2	sh ch th ck ee oo qu	wish chat then rock seem book quick	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

Spelling Test Words for
Foundation Students



Student Record
Form

Preparation:

- Duplicate the student spelling template for each student.
- It is recommended that the spelling test is presented to students arranged in small groups.
- Explanation to student "We are going to complete a spelling activity. The words will gradually become more difficult. Let's get started. Listen carefully to the words I am asking you to spell and do your best."

Instructions:

- "Word number 1 is [place it in a sentence]. Write the word"
- Repeat the process for each word in the sections.

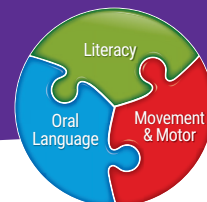
Discontinue Rule:

Continue to spell the words until the student makes five consecutive errors or if the student is visibly fatiguing or reluctant to continue. Ideally keep testing at least up until the recommended targets for each term.

Marking & Scoring the Reading Test Items:

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters?	Letter reversals are a common occurrence in the first year of learning to spell and write. Repeated practice forming letters (and particularly letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues.	 ✓ Test word: 'snip'
What happens when the student reverses a 'b' or 'd'?	When the word 'rod' is spelled 'rob' (with a reversal of a d) technically this is an error. However, within the first year of learning to spell, such errors are common and a degree of flexibility can be shown in this initial period of screening.	Suggestion: Focus on these letters reinforcing starting points and verbal cues.
Do I mark the word correct when the student uses capital letters?	When students write their spelling words with some (or all) upper-case letters, this reflects a handwriting weakness and not a spelling issue. This observation signals the need for intensive lower-case letter formation skill development.	 ✓ Test word: 'shut'
Do I mark the word correct when the student writes the correct phonic pattern, but other letters in the test word are incorrect?	No! Spelling test words are only marked correct, if they have been spelled correctly. If the target phonic pattern is correct, but other errors exist within the word, then technically the word should still be marked incorrect. Including the phonic pattern means that the concept is emerging but it definitely has not been mastered and is not ready for transference into writing.	 ✗ Test words: 'wish' and 'much'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	It is common for students who had ear infections, who present with language delays or for whom English is not a first language to experience difficulties with medial vowels e.g. a/u or i/e. This observation signals the need for targeted teaching in the area. Keep in mind, within Stage 1 Target 2 and 3, additional medial vowel practice will occur.	 ✗ Test word: 'luck'

Term 2 , 3 & 4: Phonic-Based Spelling Screens



The Term 2, 3 & 4 spelling screens are scheduled through the presentation of the following spelling placement screens. Instructions and preparation has been outlined on page 24.

Tip:
Always commence spelling screening from the CVC level each term

Term 2 Spelling Screening

Stage 1			
Target 1	CVC	1	fog
		2	get
		3	pad
		4	sun
		5	man
Target 2	sh ch th ck ee oo qu	6	shop
		7	much
		8	with
		9	luck
		10	keep
		11	hook
		12	queen
Target 3	CCVC & CVCC	13	flag
		14	glad
		15	soft
		16	pond
		17	bank
Target 4	ay ing or ar all ai er oi oy	18	today
		19	cling
		20	port
		21	march
		22	stall
		23	brain
		24	winter
		25	joint
		26	boy

Term 3 Spelling Screening

Stage 1			
Target 1	CVC	1	log
		2	yet
		3	pan
		4	nut
		5	wet
Target 2	sh ch th ck ee oo qu	6	wish
		7	chat
		8	then
		9	rock
		10	seem
		11	book
		12	quick
Target 3	CCVC & CVCC	13	skip
		14	grin
		15	mint
		16	hold
		17	crash
Target 4	ay ing or ar all ai er oi oy	18	stay
		19	sting
		20	torch
		21	smart
		22	ball
		23	snail
		24	number
		25	join
		26	toy

Term 4 Spelling Screening

Stage 1			
Target 1	CVC	1	rod
		2	run
		3	lip
		4	had
		5	yes
Target 2	sh ch th ck ee oo qu	6	shut
		7	chin
		8	that
		9	pick
		10	weed
		11	moon
		12	quiz
Target 3	CCVC & CVCC	13	snip
		14	trip
		15	send
		16	lump
		17	gold
Target 4	ay ing or ar all ai er oi oy	18	clay
		19	bring
		20	sport
		21	start
		22	small
		23	chain
		24	under
		25	point
		26	joy

Sample Student Record Form

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes
		<input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes
		<input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 2: Early Stage 1 Phonics		
6	7	8
9	10	11
12		
Score: /7%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes
		<input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 2: Early Stage 1 Phonics		
6	7	8
9	10	11
12		
Score: /7%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.
Stage 1, Target 3: CCVC + CVCC Words		
13	14	15
16	17	Notes
		<input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.

Stage 1 Phonic-Based Spelling Screen Template

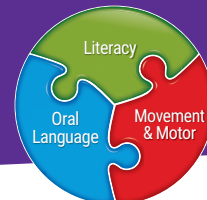
Name:

Term:

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes <input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 2: Early Stage 1 Phonics		
6	7	8
9	10	11
12		
Score: /7%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.
Stage 1, Target 3: CCVC + CVCC Words		
13	14	15
16	17	Notes <input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 4: Late Stage 1 Phonics		
18	19	20
21	22	23
24	25	26
Score: /9%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.

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Term 2, 3 & 4: Screening the Reading & Spelling of Irregular High Frequency Words - Optional



Review Semester 1 & 2 irregular high frequency word knowledge through the presentation of the screens below. This check could be presented in Week 10 of Terms 2 & 4. For more information see the outline located on page 6.

Foundation Semester 1

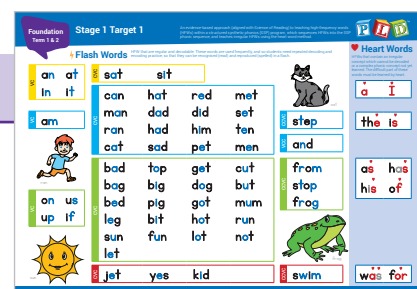
a I is his as

has of for was the

Observations:

Reading Score /10

Spelling Score /10



Charts can be downloaded at <https://pld-literacy.org/phonics-sequence/>

Foundation Semester 2

me we be

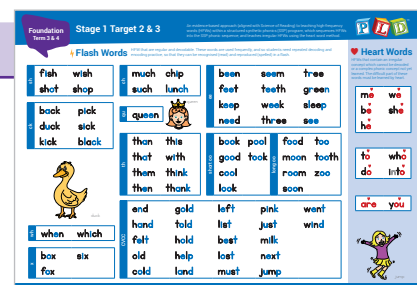
she he to who

do into are you

Observations:

Reading Score /11

Spelling Score /11



Charts can be downloaded at <https://pld-literacy.org/phonics-sequence/>

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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