Screening & Tracking Manual

Year 3, 4, 5 & 6

What to screen?

When to screen?

How to screen?

How to report on data?

Literacy

Oral Language

Movement & Motor

PRIMARY PUBLISHER OF THE YEAR 2018, 2019, 2020

Version 1.1 February 2021

Contents

How to Use the Year 3, 4, 5 & 6 Screening & Tracking Manual 3

Using the PLD Tracking Sheets in Year 3, 4, 5 & 6 4

Overview of the Year 3, 4, 5 & 6 Literacy Assessments 5

When to Schedule PLD's Year 3, 4, 5 & 6 Screening 6

How to Screen Phonic-Based Spelling Skills

- Instructions 7
- **Week 1 Term 1:** Phonic-Based Spelling Screening 8
- **End of Term 1:** Phonic-Based Spelling Screening 9
- **End of Term 2:** Phonic-Based Spelling Screening 10
- **End of Term 3 & 4:** Phonic-Based Spelling Screening 11

How to Screen Phonic-Based Reading Skills (for students operating at a junior primary reading level)

- Instructions 12
- Screening Phonic-Based Reading Skills 13
- Screening Phonic-Based Reading Skills - How to Interpret the Testing Results 14

Screening the Reading & Spelling of Irregular High Frequency Words - Optional

- Students Operating at Early Stage 1 15
- Students Operating at Mid Stage 1 16
- Students Operating at Late Stage 1 17
- Students Operating at Early Stage 2 18
- Students Operating at Late Stage 2 19
- Students Operating at Early Stage 3 20
- Students Operating at Late Stage 3 21

Students Experiencing Difficulty Progressing through Stage 1, Target 1, 2 & 3

- Introduction 22
- Overview of the Screens 23

Appendix & Percentage Conversion Table 24

- Phonic & Sight Word Sequence templates - Year 3, 4, 5 & 6 25 - 26
- Early Reading Profile - Year 3, 4, 5 & 6 27 - 30
- Irregular High Frequency Words Screen 31 - 32
- Assessments for Students Experiencing Difficulty in Stage 1, Target 1 - 3 33 - 40

Notes 41

Glossary of Terms 42

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How to Use the Year 3, 4, 5 & 6 Screening & Tracking Manual

What is included in this Year 3, 4, 5 & 6 Screening & Tracking Manual?

The Year 3, 4, 5 & 6 Screening and Tracking Manual outlines step-by-step instructions including what and when to screen, the materials required, time allocations and discontinue rules.

The screens correlate with the 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 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.

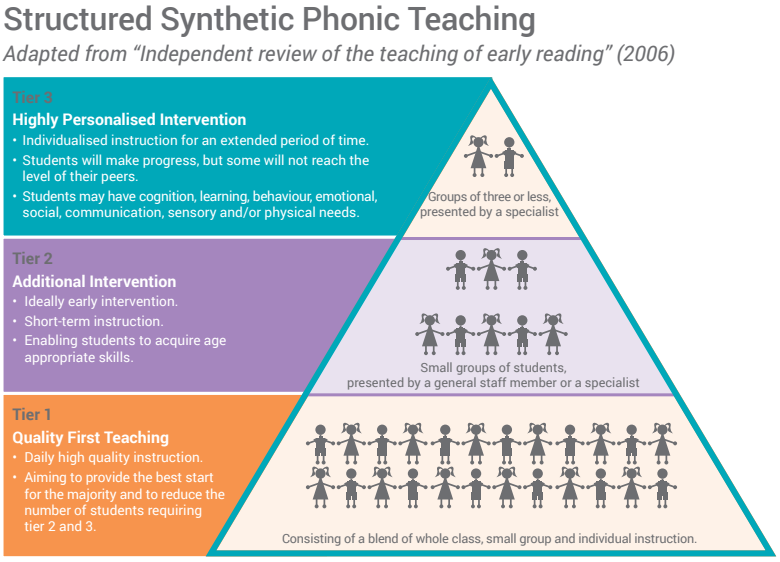
How to Monitor Progress with PLD?

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 PLD 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/year-3-6/

Using the PLD Tracking Sheets, 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 delivering of effective repeated targeted instruction the majority of students will acquire skills.

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/year-3-6/



AUSPELD recommends a three tier approach to implementing structured synthetic phonics in schools, as explained in the above graphic, and has identified PLD as a recommended wave 1 (whole class) program and a wave 2 (small group) evidence-based structured synthetic phonics program.

PLD's Year 3, 4, 5 & 6 Screening & Tracking Manual applied in conjunction with 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 Synthetic phonics and beyond online course.
- Step 2: Download this Year 3, 4, 5 & 6 Screening & Tracking Manual.
- Step 3: Register for, download and set up the PLD Tracking Sheets on a classroom or whole school level.
- Step 4: Review the Phonic and Sight Word Sequence for where to start teaching and this 'Screening & Tracking Manual' for details on the first progress check.

Each of these steps have been outlined in detail at: https://pld-literacy.org/year-3-6/

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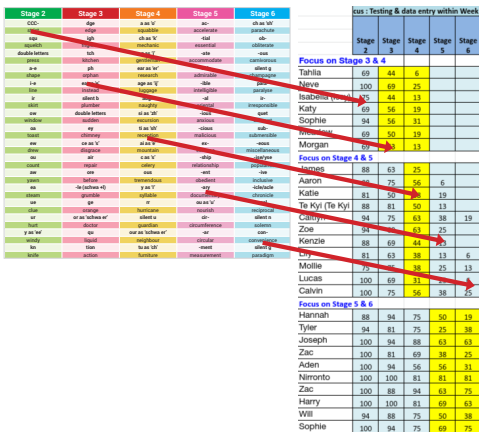
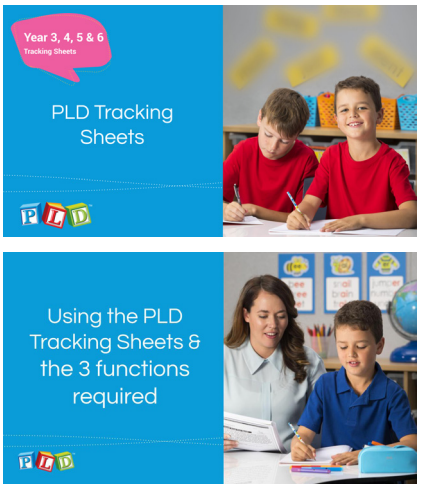
Using the PLD Tracking Sheets in Year 3, 4, 5 & 6

The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the Phonic and Sight Word Sequence with the Year 3, 4, 5 & 6 Screening & Tracking process outlined in this manual. Through beginning and end of term progress checks, student abilities are plotted onto the PLD 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 to establish an implementation plan.

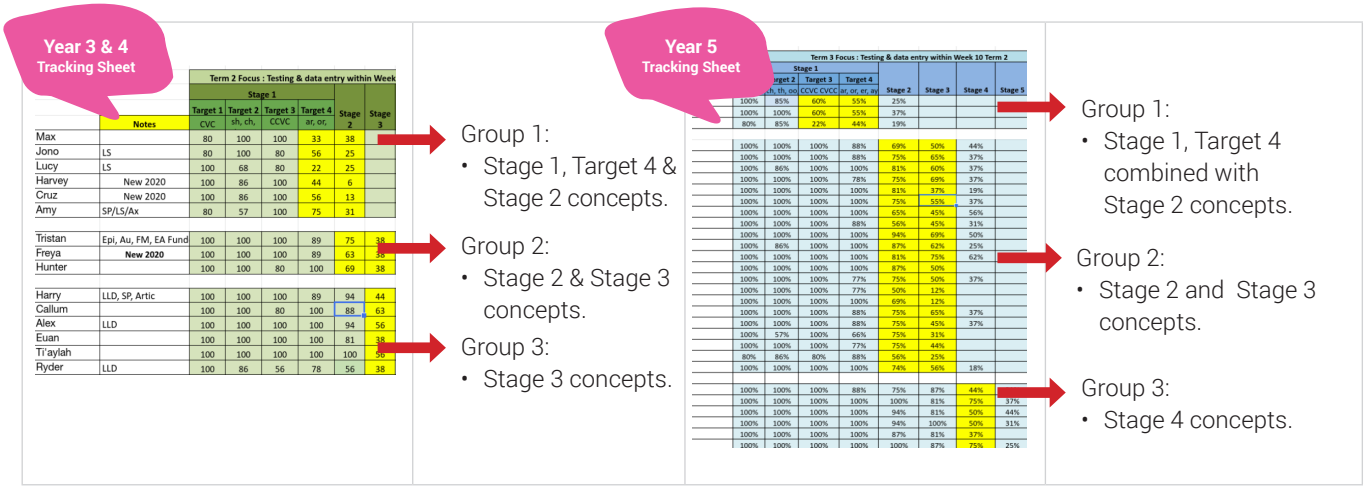
How to Get Started using the PLD Tracking Sheets?

- **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?** Explicit teaching as outlined in the PLD Phonic and Sight Word Sequence.
- **Step 3: What to screen? When to screen? How to screen?** During Week 1 & 2 and again in Week 10, schedule progress checks through the presentation of short subtests, as outlined on pages 7 - 23, of this Manual.
- **Step 4: Enter the results in the PLD Tracking Sheets.** A sample entry for Year 3 & 4 and 5 & 6 has been outlined below.
- **Step 5: How to create a class profile and three targeted teaching groups?** Watch the Year 3, 4, 5 & 6 PLD Tracking Sheets video https://pld-literacy.org/year-3-6/ 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?
		

An Example of the Class Profiles Organised into Three Targeted Teaching Groups

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



Overview of the Year 3, 4, 5 & 6 Literacy Assessments

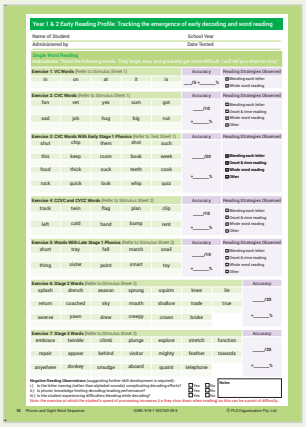
The full versions of the screens below are located within the appendix, pages 25 - 40. For an outline of when to present each screen refer to the assessment schedule on page 6.

The Year 3, 4, 5 & 6 Spelling Profiles are designed to track the emergence of phonic-based spelling skills. The screens are used to track skill development each term and to assist in planning targeted teaching and allocation of phonic-based spelling teaching and learning concepts.

Week 1, Term 1

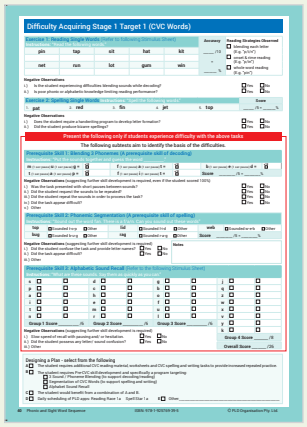
	Stage 1		Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	cvc	rod run lip had yes	CCC-	dge	a as 'o'	ac-	ch as 'sh'
			strict	edge	squabble	accelerate	parachute
			squ	igh	ch as 'k'	-tial	ob-
			squelch	frighten	mechanic	essential	obliterate
			double letters	tch	g as 'j'	-ate	-ous
			press	kitchen	gentleman	accommodate	carnivorous
Target 2	sh ch th ck ee oo qu	shut chin that pick weed moon quiz	a-e	ph	ear as 'er'	-able	silent g
			shape	orphan	research	admirable	champagne
			i-e	ea as 'e'	age as 'ij'	-ible	para-
			line	instead	luggage	intelligible	paralyse
			ir	silent b	augh	-al	ir-
			skirt	plumber	naughty	oriental	irresponsible
			ow	double letters	si as 'zh'	-ious	quet
			window	sudden	excursion	anxious	banquet
Target 3	ccvc & cvcc	snip trip send lump gold	oa	ey	ti as 'sh'	-cious	sub-
			toast	chimney	reception	malicious	submersible
			ew	ce as 's'	ai as 'e'	ex-	-eous
			drew	disgrace	mountain	extreme	miscellaneous
			ou	air	c as 's'	-ship	-ise/yse
			count	repair	celery	relationship	popularise
Target 4	ay ing or ar all ai er oi oy	clay bring sport start small chain under point joy	aw	ore	ous	-ent	-ive
			yawn	before	tremendous	obedient	inclusive
			ea	-le (schwa +l)	y as 'I'	-ary	-icle/acle
			steam	grumble	syllable	documentary	chronicle
			ue	ge	rr	ou as 'u'	-cal
			clue	orange	hurricane	nourish	reciprocal
			ur	or as 'schwa er'	silent u	cir-	silent n
			hurt	doctor	guardian	circumference	solemn
			y as 'ee'	qu	our as 'schwa er'	-ar	con-
			windy	liquid	neighbour	circular	convenience
			kn	tion	tu as 'ch'	-ment	silent g
			knife	action	furniture	measurement	paradigm

Recommended For Students Operating at a Junior Primary Level



The Early Reading Profile is a phonic-based single word reading assessment. It presents words that gradually increase in length and phonic complexity. The progression reflects PLD's Structured Synthetic Phonics approach. The assessment takes minutes to present and can be used to determine the level of the decodable readers, should order students require decodable material.

The Irregular High Frequency Words Check is designed to track the reading and spelling development of common (or high frequency words) that do not adhere to regular phonic concepts.



The Difficulty Acquiring Stage 1 Target 1, 2 & 3 Screens have been designed to be presented when students are slow to progress. The screens identify why students are experiencing difficulties and more importantly what plan to establish when these difficulties are occurring.

When to Schedule PLD's Year 3, 4, 5 & 6 Screening

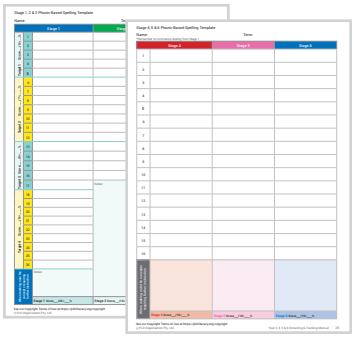
	Term 1	Term 2	Term 3	Term 4
Screening in week 1	Present the PLD Spelling Placement Test. Student results to be entered onto 'cloud-based' Tracking Sheets by the end of week 1.	Revised 'Phonic-based word study' to be revised and groups implemented on the basis of the end of Term 1 testing.	Revised 'Phonic-based word study' groups implemented on the basis of the end of Term 2 testing.	Revised 'Phonic-based word study' groups implemented on the basis of the end of Term 3 testing.
Screening in week 2	For students who still require decodable reading material present the **Early Reading Profile.** The information sourced should be useful when allocating decodable reading books. For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 Screen to establish a targeted plan for the next school term.	For students who still require decodable reading material present the **Early Reading Profile.** The information sourced should be useful when allocating decodable reading books. For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 Screen to establish a targeted plan for the next school term.	For students who still require decodable reading material present the **Early Reading Profile.** The information sourced should be useful when allocating decodable reading books. For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 Screen to establish a targeted plan for the next school term.	For students who still require decodable reading material present the **Early Reading Profile.** The information sourced should be useful when allocating decodable reading books. For students who are slow to progress within Stage 1, present the relevant Difficulty Acquiring Stage 1 Screen to establish a targeted plan for the next school year.
Teaching in week 1 - 9	**Explicit teaching phase** Three targeted teaching groups devised from the screening process. Teach the: • Decoding and encoding of the phonic words. • Meaning of the increasingly complex words. • Transference into passage writing.	**Explicit teaching phase** Three targeted teaching groups devised from the screening process. Teach the: • Decoding and encoding of the phonic words. • Meaning of the increasingly complex words. • Transference into passage writing.	**Explicit teaching phase** Three targeted teaching groups devised from the screening process. Teach the: • Decoding and encoding of the phonic words. • Meaning of the increasingly complex words. • Transference into passage writing.	**Explicit teaching phase** Three targeted teaching groups devised from the screening process. **Standardised spelling age to be calculated** to determine if students made a 12 month increase in their reading and spelling skills and/or how their performance relates to their chronological age.
Screening in week 10	Present the 'End of Term 1 PLD Placement Test'. Student results to be entered onto 'cloud-based' Tracking Sheets by the end of week 10.	Present the 'End of Term 2 PLD Placement Test'. Student results to be entered onto 'cloud-based' Tracking Sheets by the end of week 10. Optional: Review Irregular High Frequency Word knowledge by presenting the Irregular HFW Screen.	Present the 'End of Term 3 PLD Placement Test'. Student results to be entered onto 'cloud-based' Tracking Sheets by the end of week 10.	Optional: Review Irregular High Frequency Word knowledge by presenting the Irregular HFW Screen. Prepare information for handover to next year's teachers.

How to Screen Phonic-Based Spelling Skills

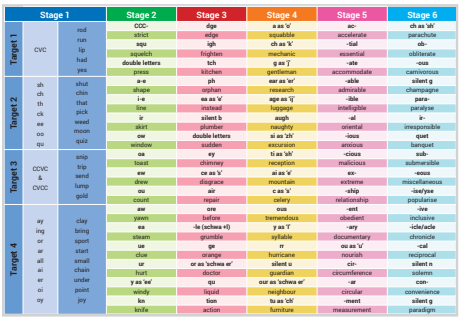
The Year 3, 4, 5 & 6 Spelling Profiles are designed to track the development of single word spelling based upon PLD's Structured Synthetic Phonics sequence. The information gained will highlight the areas requiring further targeted teaching and will also assist in the allocation of spelling lists. Each Year 3, 4, 5 & 6 class should be presented with the beginning of the year spelling placement test, ideally in Week 1 of Term 1.

Materials Required:

Writing Pencil



Student Record Forms



Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	CVC	CCVC	a as 'o'	ac-	ch as 'sh'
		strict	edge	squabble	accelerate	parachute
		squ	igh	ch as 'k'	-tial	ob-
		squelch	frighten	mechanic	essential	obliterate
		double letters	tch	g as 'j'	-ate	-ous
		press	kitchen	gentleman	accommodate	carnivorous
Target 2	sh ch th ck ee oo qu	shut chin that pick weed moon quiz	a-e	ph	ear as 'er'	-able	silent g
		shape	orphan	research	admirable	champagne
		ea as 'e'	age as 'ij'	-ible	para-
		line	instead	luggage	intelligible	paralyse
		ir	silent b	augh	-al	ir-
		skirt	plumber	naughty	oriental	irresponsible
		ow	double letters	ti as 'sh'	-cious	quiet
		window	sudden	excursion	anxious	banquet
Target 3	CCVC & CVCC	snip trip send lump gold	oa	ey	ti as 'sh'	-cious	sub-
		toast	chimney	reception	malicious	submersible
		ew	ce as 's'	ai as 'e'	ex-	-eous
		drew	disgrace	mountain	extreme	miscellaneous
		ou	air	c as 's'	-ship	-ise/yse
		count	repair	celery	relationship	popularise
Target 4	ay ing or ar all ai er oi oy	clay bring sport start small chain under point joy	aw	ore	ous	-ent	-ive
		yawn	before	tremendous	obedient	inclusive
		ea	-le (schwa +l)	y as 'i'	-ary	-icle/acle
		steam	grumble	syllable	documentary	chronicle
		ue	ge	rr	ou as 'u'	-cal
		clue	orange	hurricane	nourish	reciprocal
		ur	or as 'schwa er'	silent u	cir-	silent n
		hurt	doctor	guardian	circumference	solemn
		y as 'ee'	qu	our as 'schwa er'	-ar	con-
		windy	liquid	neighbour	circular	convenience
		kn	tion	tu as 'ch'	-ment	silent g
		knife	action	furniture	measurement	paradigm

Spelling Test Words for Year 3, 4, 5 & 6 students

Preparation:

- Duplicate the relevant student spelling template, located on page 25 & 26 in the Appendix, for each child.
- It is recommended that the spelling test is presented to the whole class in one sitting.
- Explanation to each group: "We are going to complete a spelling test. The words start off simple and gradually will become more difficult. When I tap you on the shoulder you can stop writing and read a book. Let's get started. Listen carefully to the words I am asking you to spell and do your best. Please do not use an eraser. If you want to make two attempts spelling the word, I would like to see both of your attempts."

Instructions:

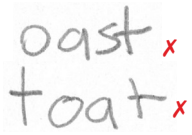
- "Word number 1 is ….. [It is optional to place the test word in a sentence]. Write the word …."
- Repeat the process for each word in the sections.

Discontinue Rule:

Continue to spell the words until the student makes 5 consecutive errors or if the student is visibly fatiguing or reluctant to continue.

Don't Forget to Enter the Results into the PLD Tracking Sheets.

Marking & Scoring the Spelling Test Items:

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters? What happens when the student reverses a 'b' or 'd'?	Letter reversals are a common occurrence in the first few years of learning to spell and write. Repeated practice forming letters (and particularly the letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues. Revising b & d in middle and upper primary will result in a word being marked incorrect.	 ✗ Test word: 'sudden'
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: 'plunge'
Do I mark the word correct when the student writes the phonic pattern correct 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. Inculding the phonic pattern means that the concept is emerging but it definately has not been mastered and is not ready for transferrance into writing.	 ✗ Test word: 'toast'
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. Remember words are only marked as correct when test words are spelled in full correctly.	 ✗ Test word: 'crumb'

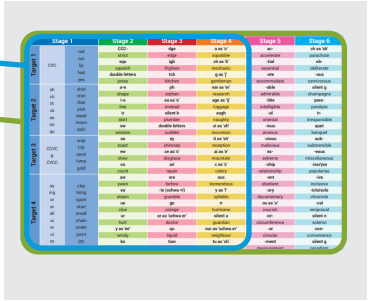
Week 1 of Term 1: Phonic-Based Spelling Screening
(to Establish Targeted Teaching groups for Term 1)

Commence the beginning of the year with a placement test, ideally in week 1 of Term 1. The instructions and preparation has been outlined on page 7.

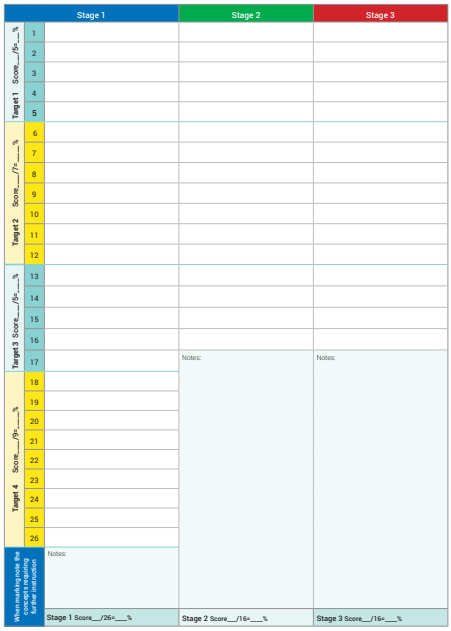
Stage 1			Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	CVC	rod run lip had yes	CCC-	dge	a as 'o'	ac-	ch as 'sh'
			strict	edge	squabble	accelerate	parachute
			squ	igh	ch as 'k'	-tial	ob-
			squelch	frighten	mechanic	essential	obliterate
			double letters	tch	g as 'j'	-ate	-ous
			press	kitchen	gentleman	accommodate	carnivorous
Target 2	sh ch th ck ee oo qu	shut chin that pick weed moon quiz	a-e	ph	ear as 'er'	-able	silent g
			shape	orphan	research	admirable	champagne
			i-e	ea as 'e'	age as 'ij'	-ible	para-
			line	instead	luggage	intelligible	paralyse
			ir	silent b	augh	-al	ir-
			skirt	plumber	naughty	oriental	irresponsible
			ow	double letters	si as 'zh'	-ious	quet
			window	sudden	excursion	anxious	banquet
Target 3	CCVC & CVCC	snip trip send lump gold	oa	ey	ti as 'sh'	-cious	sub-
			toast	chimney	reception	malicious	submersible
			ew	ce as 's'	ai as 'e'	ex-	-eous
			drew	disgrace	mountain	extreme	miscellaneous
			ou	air	c as 's'	-ship	-ise/yse
			count	repair	celery	relationship	popularise
Target 4	ay ing or ar all ai er oi oy	clay bring sport start small chain under point joy	aw	ore	ous	-ent	-ive
			yawn	before	tremendous	obedient	inclusive
			ea	-le (schwa +l)	y as 'I'	-ary	-icle/acle
			steam	grumble	syllable	documentary	chronicle
			ue	ge	rr	ou as 'u'	-cal
			clue	orange	hurricane	nourish	reciprocal
			ur	or as 'schwa er'	silent u	cir-	silent n
			hurt	doctor	guardian	circumference	solemn
			y as 'ee'	qu	our as 'schwa er'	-ar	con-
			windy	liquid	neighbour	circular	convenience
			kn	tion	tu as 'ch'	-ment	silent g
			knife	action	furniture	measurement	paradigm

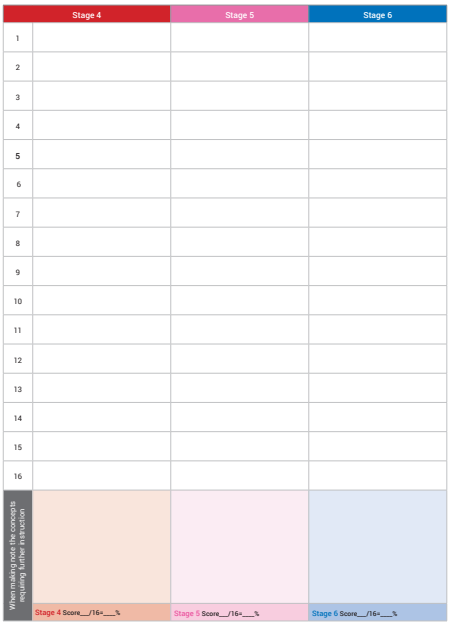
Year 3 & 4 Present Stage 1, 2, 3 & 4.

Year 5 & 6 Present Stage 1, 2, 3, 4, 5 & 6.



Sample Student Record Forms (below)





End of Term 1: Phonic-Based Spelling Screening
(to Establish Targeted Teaching groups for Term 2)

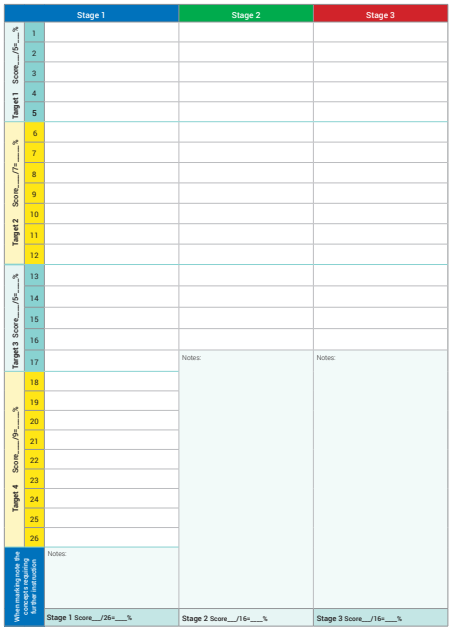
An end of Term 1 spelling review is scheduled through the presentation of the following placement test. The instructions and preparation has been outlined on page 7.

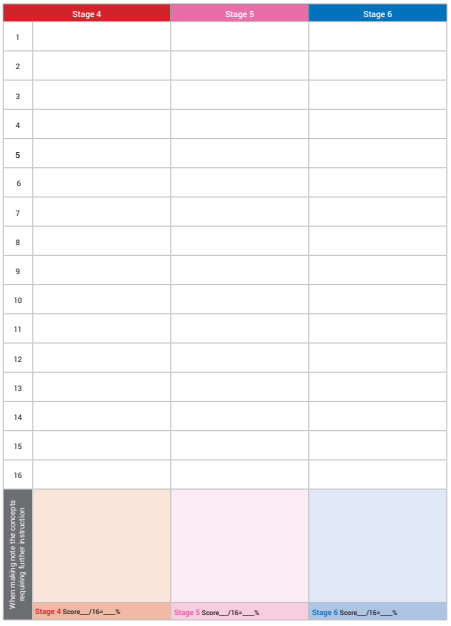
	Stage 1		Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	CVC	dog	CCC-	dge	a as 'o'	ac-	ch as 'sh'
		jug	strong	badge	squadron	accomplice	moustache
		pit	CC-CC	igh	ch as 'k'	-tial	ob-
		fun	thrust	delight	chemist	residential	obnoxious
		mop	double letters	tch	g as 'j'	-ate	-ous
			spill	itchy	generation	authenticate	precocious
Target 2	sh ch th ck ee oo qu	dish	a-e	ph	ear as 'er'	-able	silent g
		rich	plate	trophy	rehearse	comparable	sovereign
		them	i-e	ea as 'e'	age as 'ij'	-ible	para-
		sock	spine	thread	advantage	accessible	paraphernalia
		feed	ir	silent b	augh	-al	il-
		shoot	twirl	crumb	caught	original	illiterate
		quit	ow	double letters	si as 'zh'	-ious	quet
			elbow	stagger	conclusion	oblivious	croquet
Target 3	CCVC & CVCC	clap	oa	ey	ti as 'sh'	-cious	sub-
		twin	roast	hockey	consideration	luscious	subcontinent
		sold	ew	ce as 's'	ai as 'e'	ex-	-eous
		lift	chew	replace	bargain	except	simultaneous
		went	ou	air	c as 's'	-ship	-ise/yse
			ground	dairy	parcel	apprenticeship	paralyse
Target 4	ay ing or ar all ai er oi oy	sway	aw	ore	ous	-ent	-ive
		thing	lawn	restore	miraculous	independent	protective
		north	ea	-le (schwa +l)	y as 'I'	-ary	-icle/acle
		chart	cream	sniffle	symbol	contemporary	oracle
		fall	ue	ge	rr	ou as 'u'	-cal
		paint	blue	plunge	embarrassed	encourage	theological
		never	ur	or as 'schwa er'	silent u	cir-	silent n
		spoil	purse	inspector	disguise	circumscribe	condemn
		enjoy	y as 'ee'	qu	our as 'schwa er'	-ar	con-
			sticky	quaint	demeanour	perpendicular	congregation
			kn	tion	tu as 'ch'	-ment	silent h
			knee	fiction	agriculture	commitment	exhaust

Year 3 & 4: Present Stage 1, 2, 3 & 4.

Year 5 & 6: Present Stage 1, 2, 3, 4, 5 & 6.

Sample Student Record Forms (below)





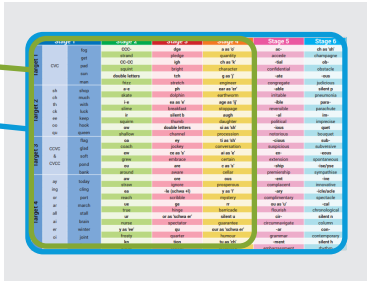
End of Term 2: Phonic-Based Spelling Screening
(to Establish Targeted Teaching Groups for Term 3)

An end of Term 2 spelling review is scheduled through the presentation of he following placement screen. The instruction and preparation has been outlined on page 7.

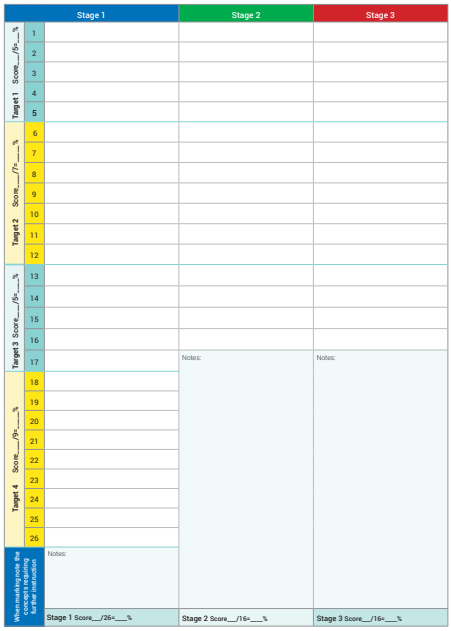
	Stage 1		Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	CVC	fog	CCC-	dge	a as 'o'	ac-	ch as 'sh'
		get	strand	pledge	quantity	accede	champagne
		pad	CC-CC	igh	ch as 'k'	-tial	ob-
		sun	squint	bright	character	confidential	obstacle
		man	double letters	tch	g as 'j'	-ate	-ous
			frizz	stretch	engineer	congregate	judicious
Target 2	sh	shop	a-e	ph	ear as 'er'	-able	silent p
	ch	much	skate	dolphin	earthworm	irritable	pneumonia
	th	with	i-e	ea as 'e'	age as 'ij'	-ible	para-
	ck	luck	slime	breakfast	stoppage	reversible	parachute
	ee	keep	ir	silent b	augh	-al	im-
	oo	hook	squirm	thumb	daughter	political	imprecise
	qu	queen	ow	double letters	si as 'sh'	-ious	quet
			shallow	channel	procession	notorious	bouquet
Target 3	CCVC & CVCC	flag	oa	ey	ti as 'sh'	-cious	sub-
		glad	coach	jockey	conversation	suspicious	subversive
		soft	ew	ce as 's'	ai as 'e'	ex-	-eous
		pond	grew	embrace	certain	extension	spontaneous
		bank	ou	are	c as 's'	-ship	-ise/yse
			around	aware	cellar	premiership	sympathise
Target 4	ay	today	aw	ore	ous	-ent	-ive
	ing	cling	straw	ignore	prosperous	complacent	innovative
	or	port	ea	-le (schwa +l)	y as 'I'	-ary	-icle/acle
	ar	march	reach	scribble	mystery	complimentary	spectacle
	all	stall	ue	ge	rr	ou as 'u'	-cal
	ai	brain	true	hinge	barricade	flourish	chronological
	er	winter	ur	or as 'schwa er'	silent u	cir-	silent n
	oi	joint	nurse	spectator	guarantee	circumnavigate	column
	oy	boy	y as 'ee'	qu	our as 'schwa er'	-ar	con-
			frosty	quarter	humour	grammar	contemporary
			kn	tion	tu as 'ch'	-ment	silent h
			know	option	sculpture	embarrassment	rhythm

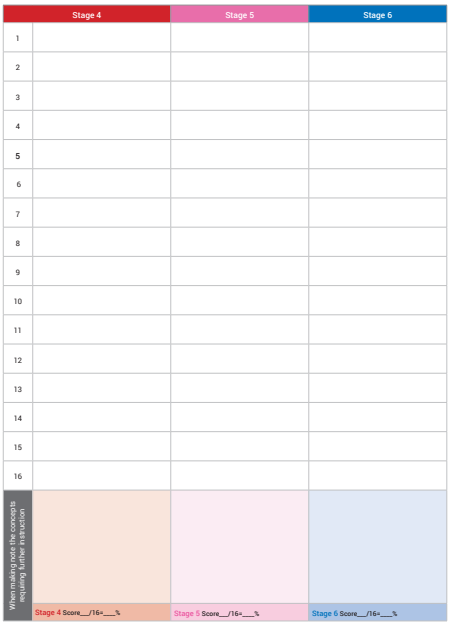
Year 3 & 4: Present Stage 1, 2, 3 & 4.

Year 5 & 6: Present Stage 1, 2, 3, 4, 5 & 6.



Sample Student Record Forms (below)





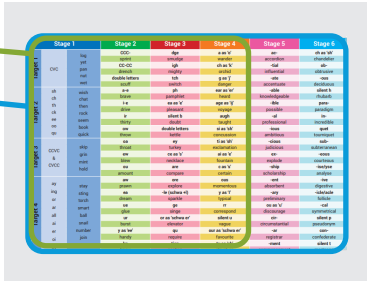
End of Term 3: Phonic-Based Spelling Screening
(to Establish Targeted Teaching Groups for Term 4)

An end of Term 3 spelling review is scheduled through the presentation of the following placement screen. The instructions and preparation has been outlined on page 7.

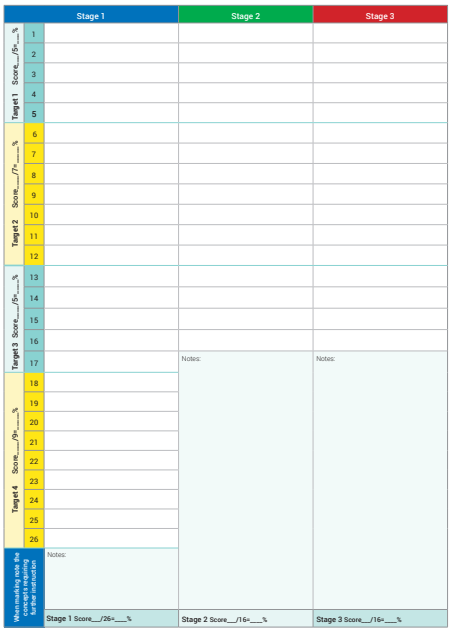
	Stage 1		Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	CVC	log	CCC-	dge	a as 'o'	ac-	ch as 'sh'
		yet	sprint	smudge	wander	accordion	chandelier
		pan	CC-CC	igh	ch as 'k'	-tial	ob-
		nut	drench	mighty	orchid	influential	obtrusive
		wet	double letters	tch	g as 'j'	-ate	-ous
			scuff	switch	danger	accentuate	deciduous
Target 2	sh ch th ck ee oo qu	wish	a-e	ph	ear as 'er'	-able	silent h
		chat	brave	pamphlet	heard	knowledgeable	rhubarb
		then	i-e	ea as 'e'	age as 'ij'	-ible	para-
		rock	drive	pleasant	voyage	possible	paradigm
		seem	ir	silent b	augh	-al	in-
		book	thirty	doubt	taught	professional	incredible
		quick	ow	double letters	si as 'sh'	-ious	quet
			throw	kettle	concussion	ambitious	tourniquet
Target 3	CCVC & CVCC	skip	oa	ey	ti as 'sh'	-cious	sub-
		grin	throat	turkey	exclamation	judicious	subterranean
		mint	ew	ce as 's'	ai as 'e'	ex-	-eous
		hold	blew	necklace	fountain	explode	courteous
			ou	are	c as 's'	-ship	-ise/yse
			amount	compare	certain	scholarship	analyse
Target 4	ay ing or ar all ai er oi oy	stay	aw	ore	ous	-ent	-ive
		sting	prawn	explore	momentous	absorbent	digestive
		torch	ea	-le (schwa +l)	y as 'I'	-ary	-icle/acle
		smart	dream	sparkle	typical	preliminary	follicle
		ball	ue	ge	rr	ou as 'u'	-cal
		snail	glue	singe	correspond	discourage	symmetrical
		number	ur	or as 'schwa er'	silent u	cir-	silent p
		join	burst	elevator	vague	circumstantial	pseudonym
		toy	y as 'ee'	qu	our as 'schwa er'	-ar	con-
			handy	require	favourite	registrar	confederate
			kn	tion	tu as 'ch'	-ment	silent t
			knew	section	structure	commencement	mortgage

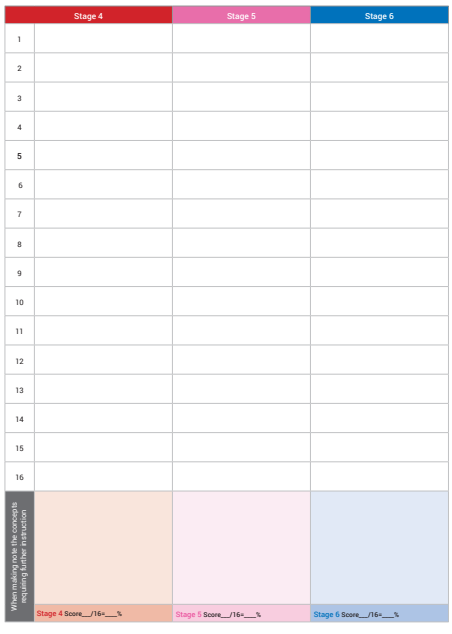
Year 3 & 4: Present Stage 1, 2, 3 & 4.

Year 5 & 6: Present Stage 1, 2, 3, 4, 5 & 6.



Sample Student Record Forms (below)





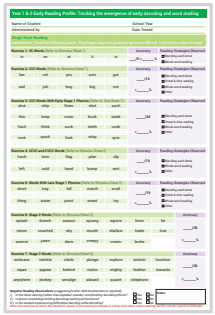
End of Term 4	It is recommended that all classes complete an end of year standardized spelling test to determine the end of year spelling age for each student, if each student has attained a 12 month increase in ability and/or how their skill level correlates to their chronological age.

How to Screen Phonic-Based Reading Skills
(for students operating at a junior primary reading level)

The Early Reading Profile is a quick single word reading assessment. It presents words that gradually increase in length and phonic complexity. The progression reflects PLD's Structured Synthetic Phonics approach. For students still operating at lower PLD Stages the assessment takes minutes to present and should determine the level of the decodable books that are required for home and in-class reading.

Materials Required:

Coloured pen



Student Record Form

Stimulus Sheets 1-3

Coloured piece of card

Preparation:

Duplicate the student record form for each child, located on page 27, within the Appendix. Write the name of each student on the form. Add the date of the testing, year level and who the screen is being administered by.

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.
- This should take 5 minutes per student.

Discontinue Rule:

Continue to read through the allocated exercises until the student makes 5 consecutive errors or if the student is visibly fatiguing or reluctant to continue.

Marking & Scoring the Reading Test Items:

As a rule, record what the student has said (not just a tick or cross). This will provide information on the student's reading strategies.

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 write down what the student read (or verbalised).	top ✖	shed ✖
Sounds out the word, but does not blend.	t . . . a . . . p ✖	sh . . . o . . . p ✖
No response or would not attempt.	?	?
Other observations		
Self corrected and reread (or re-attempted) the word.	t/a/p = tat SC ✔	sh/o/p = 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

Screening Phonic-Based Reading Skills
(for students operating at a junior primary reading level)

The instructions and preparation materials are outlined on page 12.

- It is likely that some students entering Year 3, 4, 5 & 6 will require the presentation of Exercise 3 - 7 to determine the allocation of decodable reading books.
- For lower ability students commence with Exercise 1 & 2.

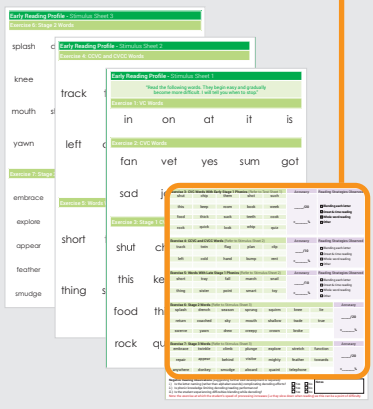
Exercise 3: CVC Words With Early Stage 1 Phonics (Refer to Test Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	_____/20 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		

Exercise 4: CCVC and CVCC Words (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
track	twin	flag	plan	clip	_____/10 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
left	cold	hand	bump	rent		

Exercise 5: Words With Late Stage 1 Phonics (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
short	tray	fall	march	snail	_____/10 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
thing	sister	point	smart	toy		

Exercise 6: Stage 2 Words (Refer to Stimulus Sheet 3)							Accuracy
splash	drench	season	sprung	squirm	knee	lie	_____/20 =_____%
return	coached	sky	mouth	shallow	trade	true	
swerve	yawn	drew	creepy	crown	broke		

Exercise 7: Stage 3 Words (Refer to Stimulus Sheet 3)							Accuracy
embrace	twinkle	climb	plunge	explore	stretch	function	_____/20 =_____%
repair	appear	behind	visitor	mighty	feather	towards	
anywhere	donkey	smudge	aboard	quaint	telephone		



The Full 'Early Reading Profile' is located within the Appendix.

Screening Phonic-Based Reading for Students Operating at Stage 1
(How to Interpret the Testing Results)

It is common for the student's in the middle and upper primary to be reading at a higher level than their operational spelling and writing levels. The majority of middle and upper primary students should have progressed onto graphic novels or more age-appropriate reading material. This will be the case even when phonics-based spelling and writing is lagging.

For a small proportion of students, in addition to their spelling and writing lagging, so too will be their reading. For this particular group, it will be necessary to track their phonic-based decoding and word reading, with the view of reviewing the progress from the previous term, but also to allocate decodable reading material.

The Early Reading Profile will identify the area or areas requiring phonic-rich targeted reading practice. On the basis of the testing results, the phonic passages within the Phonic Dictation range are ideal to be allocated for timed repeated reading.

An potential reading sample from Year 3:

Single Word Reading
Instructions: "Read the following words. They begin easy and gradually get more difficult. I will tell you when to stop."

fast

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

in	on	at	it	is
✓	✓	✓	✓	✓

Accuracy: ___/5 =_____%

Reading Strategies Observed: ☐ Blending each letter ☑ Whole word reading

Exercise 2: CVC Words (Refer to Stimulus Sheet 1)

fan	vet	yes	sum	got
✓	✓	✓	✓	✓
sad	job	hug	big	nut
✓	✓	✓	dog	✓

Accuracy: ___/10 =_____%

Reading Strategies Observed: ☐ Blending each letter ☐ Onset & rime reading ☑ Whole word reading ☐ Other

fast

Exercise 3: CVC Words With Early Stage 1 Phonics (Refer to Test Sheet 1)

shut	chip	them	shot	such
stop	✓	✓	✓	✓
this	keep	room	book	week
✓	✓	✓	✓	✓
food	thick	suck	teeth	cook
✓	✓	✓	✓	✓
rock	quick	look	whip	quiz
✓	✓	✓	✓	quiet

Accuracy: 18 /20 =90 %

Reading Strategies Observed: ☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☑ Other most likely sounding in head

slowed down

Exercise 4: CCVC and CVCC Words (Refer to Stimulus Sheet 2)

track	twin	flag	plan	clip
thick	✓	✓	✓	✓
left	cold	hand	bump	rent
lift	old	✓	✓	rent

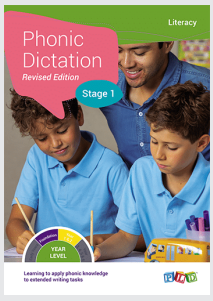
Accuracy: 6 /10 =60 %

Reading Strategies Observed: ☑ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other

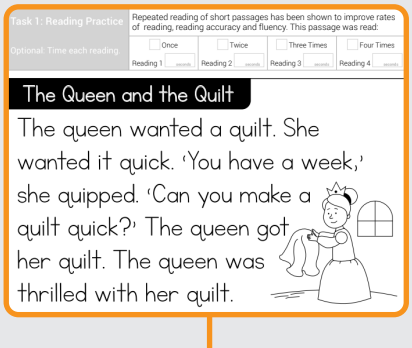
Introducing Age-Appropriate Reading Material

Recommended introduction of repeated timed reading (at the identified levels) should be motivating, as students should see the daily improvement in their scores and reading.

- Monday read to an adult (with corrective feedback) and timed.
- Tuesday read to an adult (with corrective feedback) and timed.
- Wednesday read to an adult (with corrective feedback) and timed.
- Thursday read to an adult (with corrective feedback) and timed.

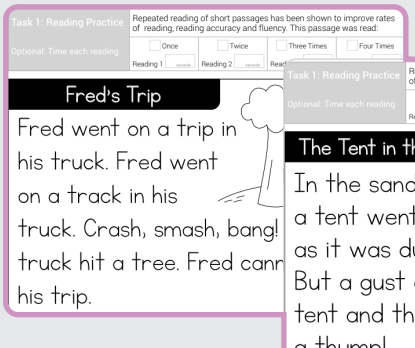


Phonic Dictation
Stage 1 -
Code Md1


Task 1: Reading Practice — Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read: Once Twice Three Times Four Times

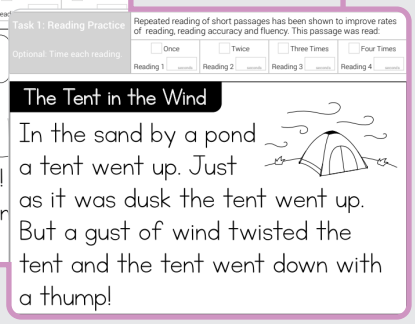
The Queen and the Quilt

The queen wanted a quilt. She wanted it quick. 'You have a week,' she quipped. 'Can you make a quilt quick?' The queen got her quilt. The queen was thrilled with her quilt.


Task 1: Reading Practice — Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read: Once Twice Three Times Four Times

Fred's Trip

Fred went on a trip in his truck. Fred went on a track in his truck. Crash, smash, bang! truck hit a tree. Fred cann his trip.

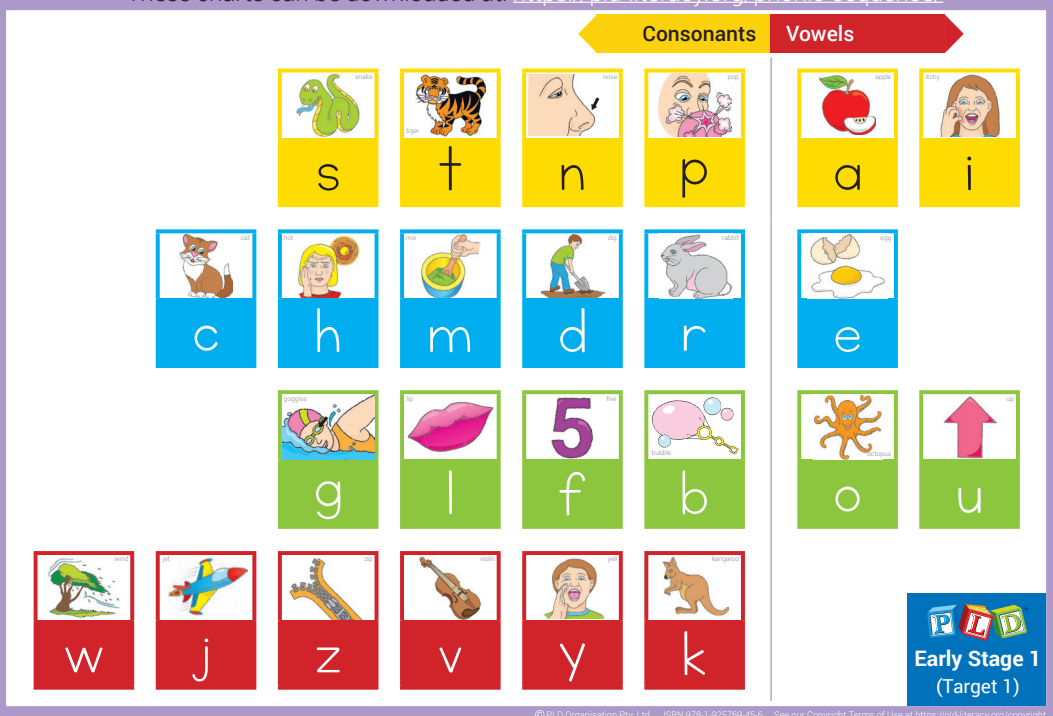

Task 1: Reading Practice — Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read: Once Twice Three Times Four Times

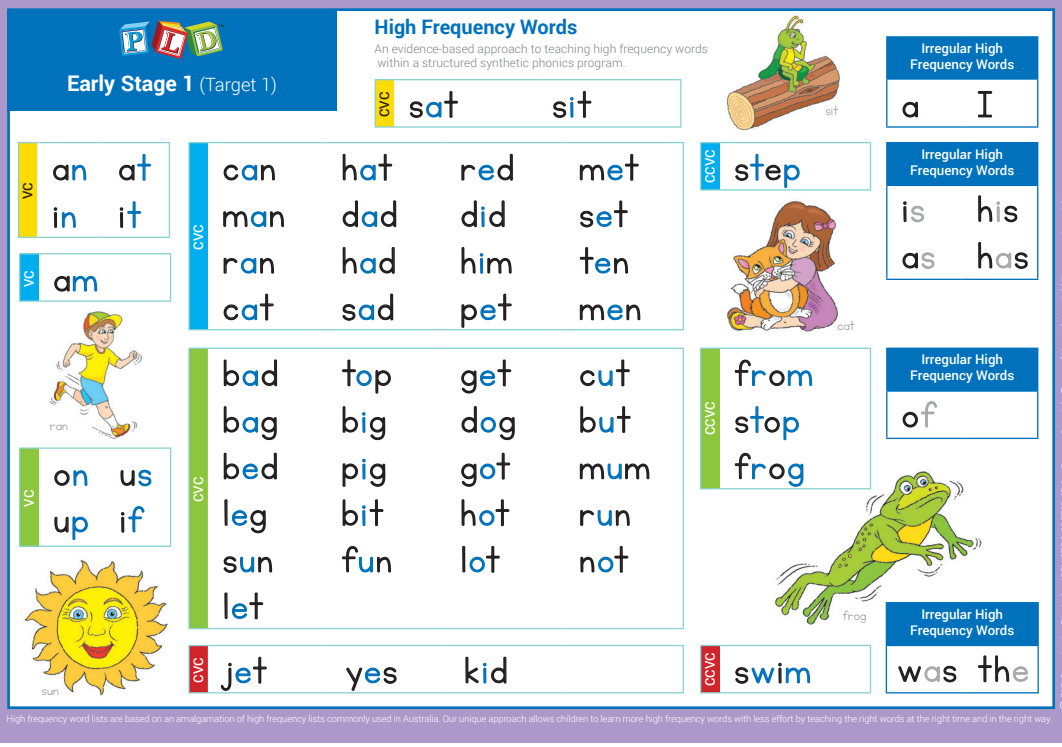
The Tent in the Wind

In the sand by a pond a tent went up. Just as it was dusk the tent went up. But a gust of wind twisted the tent and the tent went down with a thump!

Early Stage 1 Synthetic Phonics & High Frequency Words Teaching Sequence (for students operating at a junior primary level)

These charts can be downloaded at: https://pld-literacy.org/phonic-sequence/



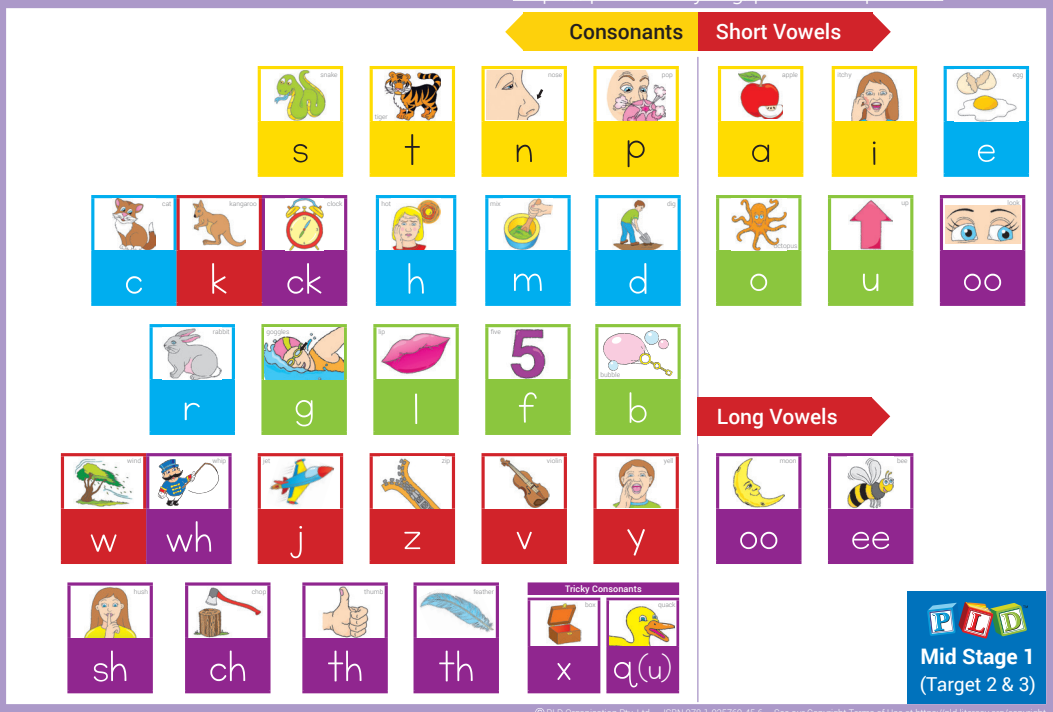


Early Stage 1 Irregular High Frequency Word Screen					Observations:
a	I	is	his	the	
as	has	of	was		Reading Score /9 Spelling Score /9

The Irregular High Frequency Word Screens are located in the Appendix.

Mid Stage 1 Synthetic Phonics & High Frequency Words Teaching Sequence (for students operating at a junior primary level)

These charts can be downloaded at: https://pld-literacy.org/phonic-sequence/



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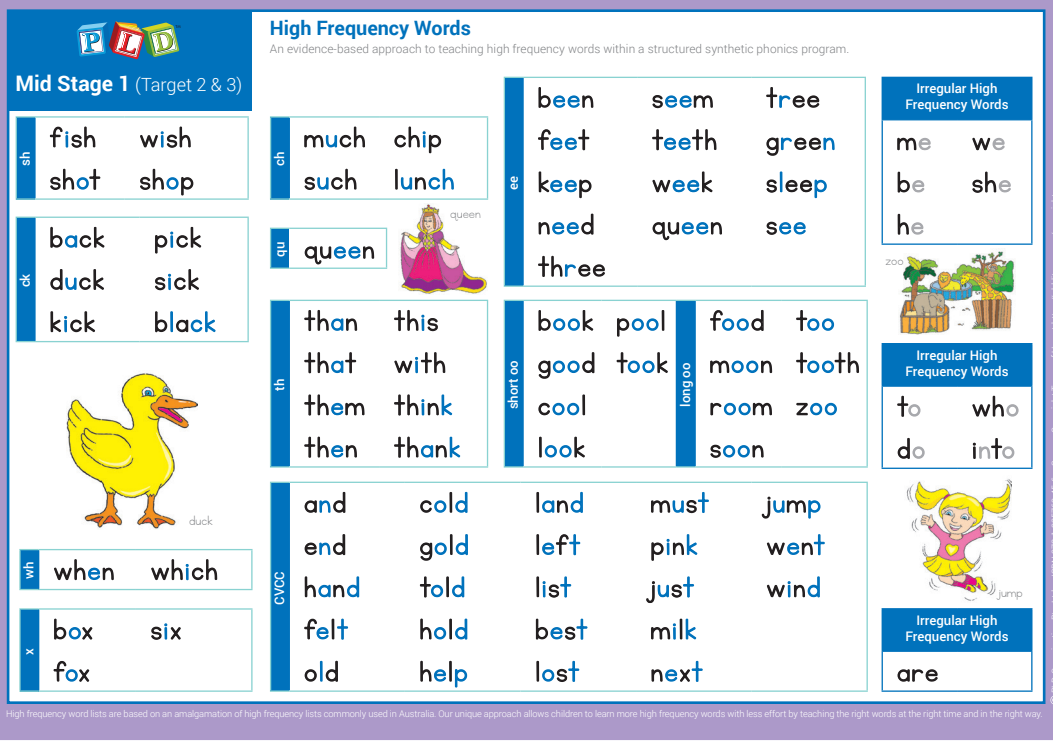

High frequency word lists are based on an amalgamation of high frequency lists commonly used in Australia. Our unique approach allows children to learn more high frequency words with less effort by teaching the right words at the right time and in the right way.

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Mid Stage 1 Irregular High Frequency Word Screen

me	we	he	she
two	to	who	do
	into	are	

Observations:

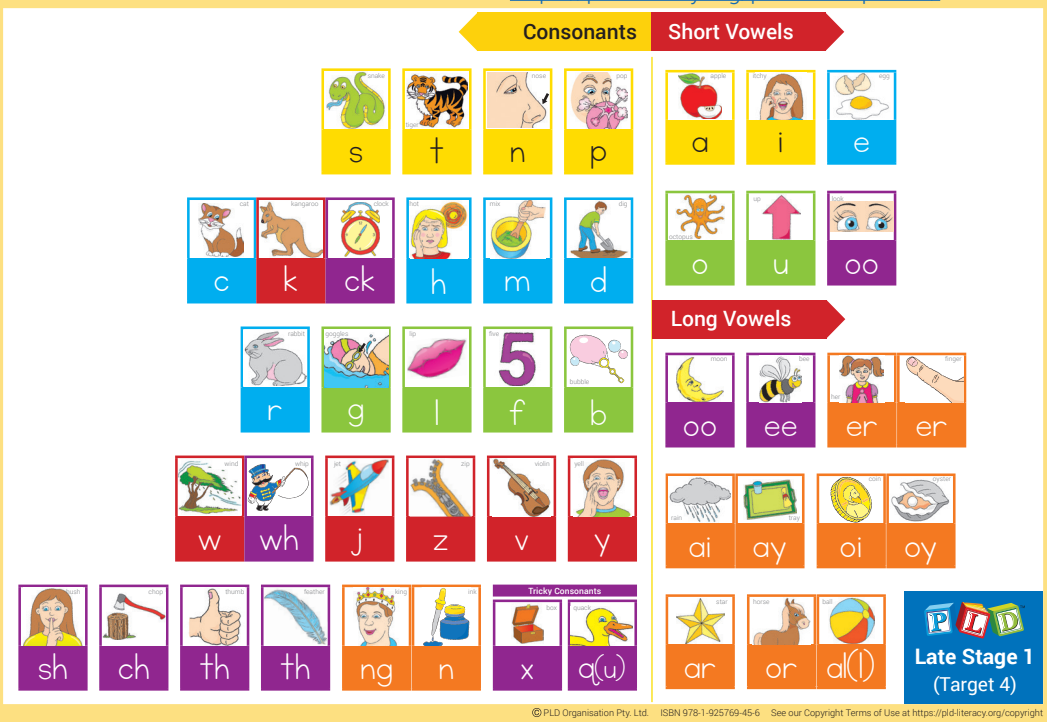
Reading Score /10

Spelling Score /10

The Irregular High Frequency Word Screens are located in the Appendix.

Late Stage 1 Synthetic Phonics & High Frequency Words Teaching Sequence (for students operating at a junior primary level)

These charts can be downloaded at: https://pld-literacy.org/phonic-sequence/



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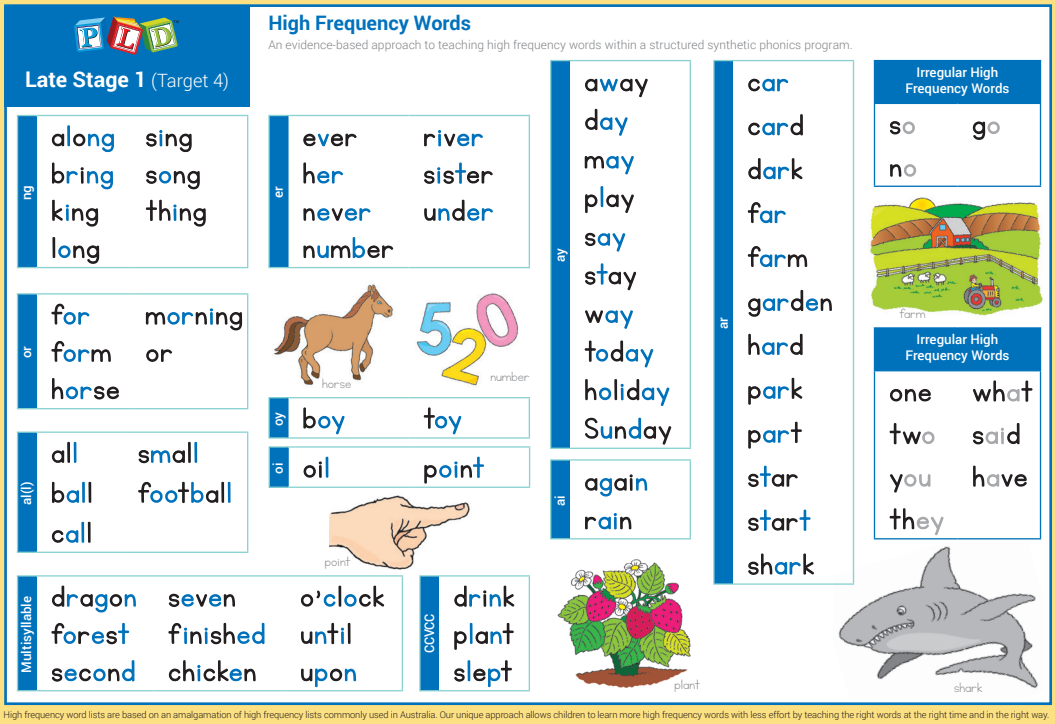

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Late Stage 1 Irregular High Frequency Word Screen					Observations:
so	go	no	one	what	
two	said	you	have	they	
					Reading Score /10
					Spelling Score /10

The Irregular High Frequency Word Screens are located in the Appendix.

Early Stage 2 Synthetic Phonics & High Frequency Words Teaching Sequence (for students operating at a junior primary level)

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Early Stage 2

High Frequency Words

An evidence-based approach to teaching high frequency words within a structured synthetic phonics program.

/oa/ oa as in goat: boat road
/oa/ ow as in bow: follow grow window snow yellow own below show

Double Letters: off add egg

/s/ ss as in dress: across dress miss

/ee/ ee as in bee: asleep between weekend
/ee/ ea as in leaf: beach ice-cream read each tea real teacher eat sea season mean really team

/l/ ll as in hill: fell hill still tell spell killed well doll will

High Frequency Words containing more complex patterns

/ee/ even
a as /or/ water
a as /o/ want watch
a as /ar/ after ask father last
u as /oo/ put pull

Irregular High Frequency Words

people their there where

Mid Stage 2

/igh/ i-e as in five: bike life ride while fire like side white five line slide hide mile time inside nine tired

/ai/ a-e as in snake: ate gave plane cake late same came made snake cave make state game name take

/oa/ o_e as in smoke: broke clothes home those close drove rode woke

/y+oo/ u_e as in cube: cute use

/ee/ e_e as in Steve: these

Irregular High Frequency Words

come something some sometimes someone

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Early Stage 2 Irregular High Frequency Word Screen

people their there
sometimes come something
where someone some

Observations:

Reading Score /9
Spelling Score /9

The Irregular High Frequency Word Screens are located in the Appendix.

Late Stage 2 Synthetic Phonics & High Frequency Words Teaching Sequence (for students operating at a junior primary level)

These charts can be downloaded at: https://pld-literacy.org/phonic-sequence/

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High Frequency Words

Late Stage 2

An evidence-based approach to teaching high frequency words within a structured synthetic phonics program.

/er/

er as in her or er (schwa) as in finger

better	versus	monster
dinner	yesterday	person
letter	sleepover	different
together	paper	

ir as in bird

bird	first	girl
birthday		

ur as in church

hurt	turn	Thursday
Saturday	church	

/ou/

ou as in cloud

about	mouse	round
around	our	out
found	shouted	sound
ground	outside	without
house	playground	

ow as in owl

brown	flower	now
down	how	town

/igh/

-y as in cry

by		
crying		
fly		
my		
try		
why		

i as in child

kind		
find		
Friday		

/or/

aw as in straw

saw	draw

/n/

kn as in knee

know

/ee/

-y as in puppy

buddy	study
footy	twenty
funny	yummy
happy	body
puppy	story
quickly	party

/long oo/

ue as in glue

blue

ew as in screw

few*
flew
new*
threw

*NOTE: these words are pronounced /y+oo/

/v/

ve as in sleeve

give
have
live
leave

High Frequency Words containing more complex patterns

o as /u/	above	another
	won	mother
	other	Monday
	love	month
/oa/	only	over
	open	
or as /er/	word	world
	work	
/schwa/	animal	
/or/	more	

Irregular High Frequency Words

does	Wednesday
gone	buy
were	Tuesday
here	

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Late Stage 2 Irregular High Frequency Word Screen

above another won mother other

Monday love Wednesday only over

open word world work animal

more does month gone buy

were Tuesday here

Observations:

Reading Score /23

Spelling Score /23

The Irregular High Frequency Word Screens are located in the Appendix.

Early Stage 3 Synthetic Phonics & High Frequency Words Teaching Sequence (for students operating at a middle primary level)

These charts can be downloaded at: https://pld-literacy.org/phonic-sequence/

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Early Stage 3

High Frequency Words

An evidence-based approach to teaching high frequency words within a structured synthetic phonics program.

/air/

air as in chair: air, fairy, hair

ear as in pear: bear

are as in square: parent, scared, scary

/long oo/

ou as in soup: group

/short oo/

oul as in could: could, should, would

/or/

al as in walk: talk, walk

oor as in door: door

our as in pour: four, your

/ear/

ear as in hear: dear, hear, near, year

se/s (as z)

se as in cheese: please, present

ce (as s)

ce as in face: face, nice, place, race, space, prince

/oa/

o as in both: both, don't, most

wh (as h)

wh as in whole: whole

silent b

b as in thumb: climbed

/tch/

tch as in witch: match, witch

ge (as j)

ge as in hinge: change, orange, page, large

/igh/

igh as in light: fight, high, light, might, night, right

High Frequency Words containing more complex patterns

au as /ar/	aunty, laughed	ear as /er/	earth, heard, learn
c as /s/	city, excited, princess, sentence	au/augh as /or/ + /o/	because, caught, dinosaur

Irregular High Frequency Words

silent letters: ghost, hour, autumn, castle, often, guys, answer, write

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Early Stage 3 Irregular High Frequency Word Screen	Observations:
aunty laughed earth heard learn city excited princess sentence because caught dinosaur ghost often hour guys autumn answer castle write	Reading Score /20 Spelling Score /20

The Irregular High Frequency Word Screens are located in the Appendix.

Late Stage 3 Synthetic Phonics & High Frequency Words Teaching Sequence (for students operating at a middle primary level)

These charts can be downloaded at: https://pld-literacy.org/phonic-sequence/

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Late Stage 3

High Frequency Words

An evidence-based approach to teaching high frequency words within a structured synthetic phonics program.

/e/ a as in many	any, many		
/e/ ea as in feather	breakfast, dead, head		
/or/ a as in water	almost, also, always		
/long oo/ o_e as in move	move		
le (schwa +l) le as in table	apples, jungle, little, table, uncle		
/schwa/ or as in doctor	doctor, motorbike		
Multisyllable	children, idea, Indian		
/ai/ ea as in break	great		
double letters	happened, lollies, rabbit, soccer	suddenly, summer, butterfly	
/ee/ e as in behind	began, begin, being, before	baby, carry, every, everyone, everything, family, very	
/ee/ ey as in key	key, money, monkey		

High Frequency Words containing more complex patterns

g as /j/	giant, magic	a as /ar/	afternoon, basketball, class, fast	ough as /oo/	through
/schwa/	colour, favourite			ough as /or/	bought, brought, thought
ie as /ee/	field, movie	ou as /u/	enough, young, country, cousin	prefixes	computer, decided, example, important
o as /u/	brother, front				

Irregular High Frequency Words

partly decodable	mountain, police, school, lion, special, trampoline, heart, picture, eight, music	irregular spelling	restaurant, friend, eye, pizza, minute, once, beautiful

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High frequency word lists are based on an amalgamation of high frequency lists commonly used in Australia. Our unique approach allows children to learn more high frequency words with less effort by teaching the right words at the right time and in the right way.

Late Stage 3 Partially Decodable Irregular High Frequency Word Screen	Observations:
mountain police school lion special trampoline heart picture eight music	Reading Score /10 Spelling Score /10

Late Stage 3 Irregular High Frequency Word Screen	Observations:
restaurant friend eye pizza minute once beautiful	Reading Score /7 Spelling Score /7

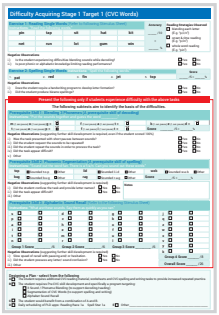
The Irregular High Frequency Word Screens are located in the Appendix.

Assessments for Students Experiencing Difficulty
(or slow to progress through Stage 1 - Target 1, 2 & 3)

These screens have been designed for students who are slow to progress through Stage 1. The results from the screen help to formulate a plan of action to work with the specific difficulties. The screens aim to highlight what additional skills may require targeting and should inform the efforts of parents and support staff and direct teachers to make modifications within the classroom.

Materials Required:

Coloured pen



Student Record Forms

Stimulus Sheets

Coloured piece of card

Preparation:
Duplicate the Student Record Forms, located on pages 33 - 40 in the Appendix, for each student who is experiencing difficulty progressing through Stage 1 Target 1, 2 & 3.

Estimated Time Allocation:
- Each screen should take no more than 10 minutes, per student, to administer.

Instructions for Exercise 1: Reading Single Words (in each of the screens)
- Use the coloured card to reveal one line of text at a time.
- 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."
- This should take 1-2 minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Profile on page 12.

Instructions for Exercise 2: Spelling Single Words
- "Spell the word ….. [place it in a sentence]. Spell the word …."
- Repeat the process for each word in the subtest(s).
- Apply the rules for marking the spelling attempts as per the Phonic & Sight Word Sequence Placement Screen on page 7.

Instructions for Subtest 1: Blending
- Use the coloured card to reveal one line of text at a time.
- Say: "Put the sounds together and guess the word _____."
- This should take 1-2 minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Profile on page 12.

Instructions for Subtest 2: Segmentation
- Use the coloured card to reveal one line of text at a time.
- Say: "Sound out the word fan. There is a f/a/n. Can you sound out these words."
- This should take 1-2 minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Profile on page 12.

Instructions for Subtest 3: Alphabet/Phonic Sound Recall
- Use the coloured card to reveal one line of text at a time.
- Say: "What are these sounds. Say them as quickly as you can."
- This should take 1-2 minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Profile on page 12.

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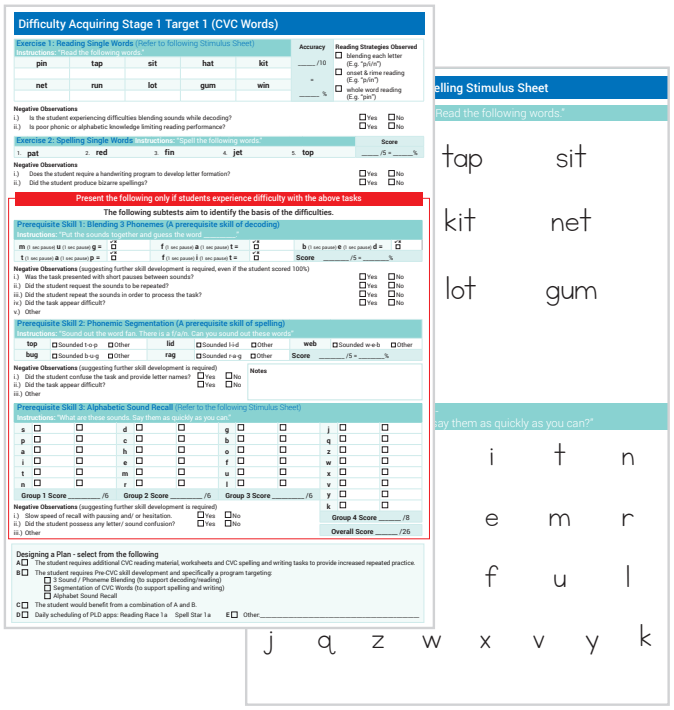
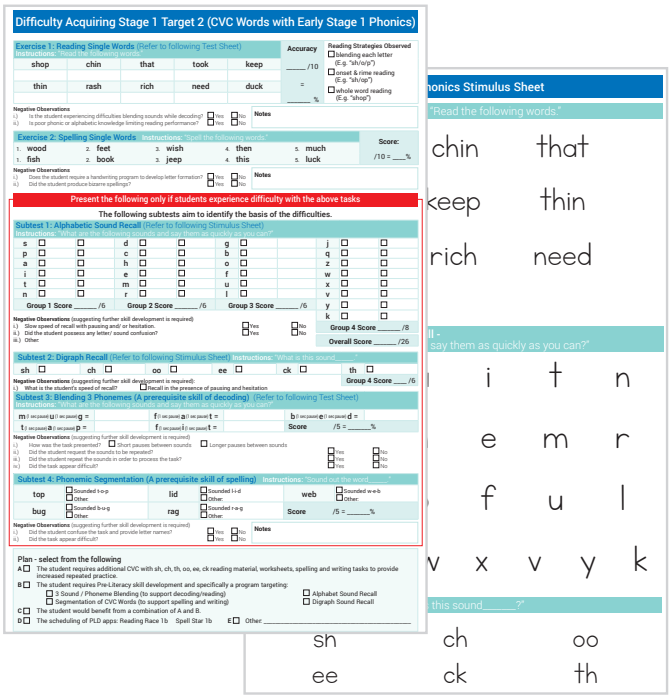
Assessments for Students Experiencing Difficulty
(or slow to progress through Stage 1 - Target 1, 2 & 3)

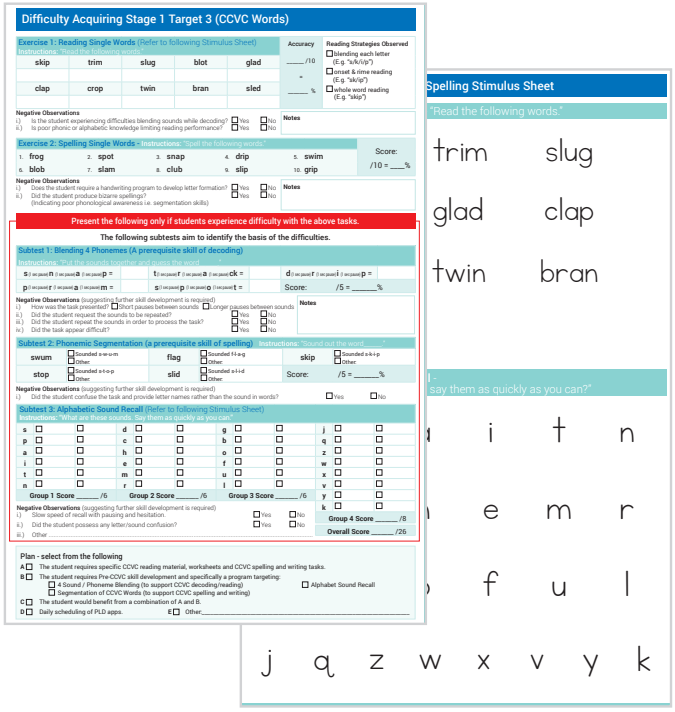
Stage 1 Target 1 CVC



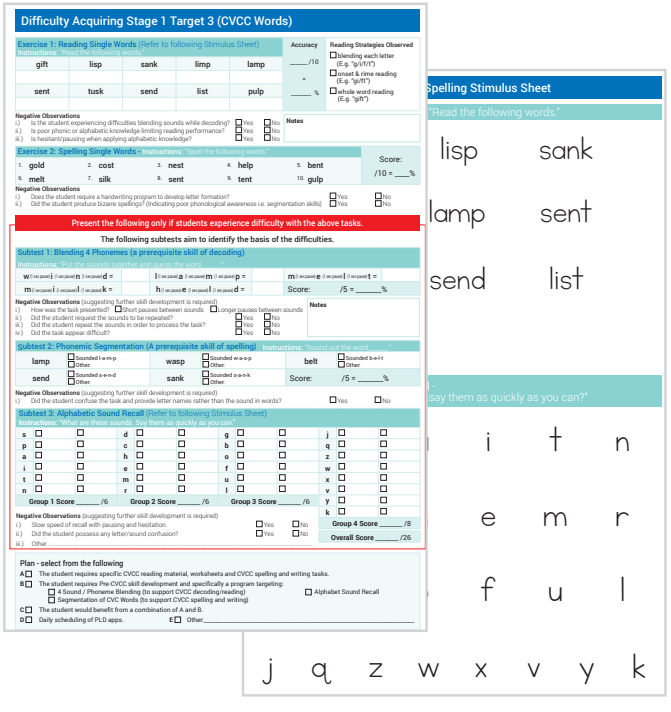
Stage 1 Target 2 Early Digraphs



Stage 1 Target 3 CCVC



Stage 1 Target 3 CVCC



The full 'Assessment for Students Experiencing Difficulties within Stage 1' can be found in the appendix.

Appendix

Quick Reference: Percentage Conversions

1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16
6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%
1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	9/15	10/15	11/15	12/15	13/15	14/15	15/15	
7%	13%	20%	27%	33%	40%	47%	53%	60%	67%	73%	80%	87%	93%	100%	
1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9							
9%	22%	33%	44%	55%	66%	77%	88%	100%							
1/7	2/7	3/7	4/7	5/7	6/7	7/7									
7%	28%	42%	57%	71%	85%	100%									

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Stage 1, 2 & 3 Phonic-Based Spelling Template

Name: Term:

*Remember to commence testing from Stage 1

		Stage 1	Stage 2	Stage 3
Target 1 Score___/5=___%	1			
	2			
	3			
	4			
	5			
Target 2 Score___/7=___%	6			
	7			
	8			
	9			
	10			
	11			
	12			
Target 3 Score___/5=___%	13			
	14			
	15			
	16			
	17		Notes:	Notes:
Target 4 Score___/9=___%	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
	26			
When marking note the concepts requiring further instruction		Notes:		
		Stage 1 Score___/26=___%	Stage 2 Score___/16=___%	Stage 3 Score___/16=___%

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Stage 4, 5 & 6 Phonic-Based Spelling Template

Name: Term:

*Remember to commence testing from Stage 1

	Stage 4	Stage 5	Stage 6
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
When making note the concepts requiring further instruction			
	Stage 4 Score___/16=____%	Stage 5 Score___/16=____%	Stage 6 Score___/16=____%

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Early Reading Profile: Tracking the emergence of early decoding and word reading

Name of Student | School Year

Administered by | Date Tested

Single Word Reading

Instructions: "Read the following words. They begin easy and gradually get more difficult. I will tell you when to stop."

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

Exercise 2: CVC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
fan	vet	yes	sum	got	____/10 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
sad	job	hug	big	nut		

Exercise 3: CVC Words With Early Stage 1 Phonics (Refer to Test Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	_____/20 =_____%	☐ **Blending each letter** ☐ **Onset & rime reading** ☐ **Whole word reading** ☐ **Other**
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		

Exercise 4: CCVC and CVCC Words (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
track	twin	flag	plan	clip	____/10 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
left	cold	hand	bump	rent		

Exercise 5: Words With Late Stage 1 Phonics (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
short	tray	fall	march	snail	_____/10 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
thing	sister	point	smart	toy		

Exercise 6: Stage 2 Words (Refer to Stimulus Sheet 3)							Accuracy
splash	drench	season	sprung	squirm	knee	lie	_____/20 =_____%
return	coached	sky	mouth	shallow	trade	true	
swerve	yawn	drew	creepy	crown	broke		

Exercise 7: Stage 3 Words (Refer to Stimulus Sheet 3)							Accuracy
embrace	twinkle	climb	plunge	explore	stretch	function	_____/20 =_____%
repair	appear	behind	visitor	mighty	feather	towards	
anywhere	donkey	smudge	aboard	quaint	telephone		

Negative Reading Observations (suggesting further skill development is required):

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

Note: the exercise at which the student's speed of processing increases (i.e they slow down when reading) as this can be a point of difficulty.

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Early Reading Profile - Stimulus Sheet 1

"Read the following words. They begin easy and gradually become more difficult. I will tell you when to stop."

Exercise 1: VC Words

in	on	at	it	is

Exercise 2: CVC Words

fan	vet	yes	sum	got
sad	job	hug	big	nut

Exercise 3: Stage 1 CVC Words With Early Stage 1 Phonics

shut	chip	them	shot	such
this	keep	room	book	week
food	thick	suck	teeth	cook
rock	quick	look	whip	quiz

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Early Reading Profile - Stimulus Sheet 2

Exercise 4: CCVC and CVCC Words

track twin flag plan clip

left cold hand bump rent

Exercise 5: Words With Late Stage 1 Phonics

short tray fall march snail

thing sister point smart toy

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Early Reading Profile - Stimulus Sheet 3

Exercise 6: Stage 2 Words

splash	drench	season	sprung	squirm
knee	lie	return	coached	sky
mouth	shallow	trade	true	swerve
yawn	drew	creepy	crown	broke

Exercise 7: Stage 3 Words

embrace	twinkle	climb	plunge
explore	stretch	function	repair
appear	behind	visitor	mighty
feather	towards	anywhere	donkey
smudge	aboard	quaint	telephone

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Screening the Reading and Spelling of Irregular High Frequency Words

Early Stage 1 Irregular High Frequency Word Screen	Observations:
a I is his the as has of was	Reading Score /9 Spelling Score /9

Mid Stage 1 Irregular High Frequency Word Screen	Observations:
me we he she two to who do into are	Reading Score /10 Spelling Score /10

Late Stage 1 Irregular High Frequency Word Screen	Observations:
so go no one what two said you have they	Reading Score /10 Spelling Score /10

Early Stage 2 Irregular High Frequency Word Screen	Observations:
people their there sometimes come something where someone some	Reading Score /9 Spelling Score /9

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Screening the Reading and Spelling of Irregular High Frequency Words

Late Stage 2 Irregular High Frequency Word Screen	Observations:
above another won mother other Monday love Wednesday only over open word world work animal more does month gone buy were Tuesday here	Reading Score /23 Spelling Score /23

Early Stage 3 Irregular High Frequency Word Screen	Observations:
aunty laughed earth heard learn city excited princess sentence because caught dinosaur ghost often hour guys autumn answer castle write	Reading Score /20 Spelling Score /20

Late Stage 3 Partially Decodable Irregular High Frequency Word Screen	Observations:
mountain police school lion special trampoline heart picture eight music	Reading Score /10 Spelling Score /10

Late Stage 3 Irregular High Frequency Word Screen	Observations:
restaurant friend eye pizza minute once beautiful	Reading Score /7 Spelling Score /7

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Difficulty Acquiring Stage 1 Target 1 (CVC Words)

Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

pin	**tap**	**sit**	**hat**	**kit**
net	**run**	**lot**	**gum**	**win**

Accuracy

_____ /10

=

_____ %

Reading Strategies Observed

- ☐ blending each letter (E.g. "p/i/n")
- ☐ onset & rime reading (E.g. "p/in")
- ☐ whole word reading (E.g. "pin")

Negative Observations

i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No

ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

Exercise 2: Spelling Single Words **Instructions:** "Spell the following words."

1. **pat** 2. **red** 3. **fin** 4. **jet** 5. **top**

Score _____ /5 = _____%

Negative Observations

i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No

ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No

Present the following only if students experience difficulty with the above tasks

The following subtests aim to identify the basis of the difficulties.

Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word _____."

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

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

i.) Was the task presented with short pauses between sounds? ☐ Yes ☐ No

ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No

iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No

iv.) Did the task appear difficult? ☐ Yes ☐ No

v.) Other

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words"

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

Negative Observations (suggesting further skill development is required)

i.) Did the student confuse the task and provide letter names? ☐ Yes ☐ No

ii.) Did the task appear difficult? ☐ Yes ☐ No

iii.) Other

Notes

Prerequisite Skill 3: Alphabetic Sound Recall (Refer to the following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

s	☐	☐	**d**	☐	☐	**g**	☐	☐	**j**	☐	☐
p	☐	☐	**c**	☐	☐	**b**	☐	☐	**q**	☐	☐
a	☐	☐	**h**	☐	☐	**o**	☐	☐	**z**	☐	☐
i	☐	☐	**e**	☐	☐	**f**	☐	☐	**w**	☐	☐
t	☐	☐	**m**	☐	☐	**u**	☐	☐	**x**	☐	☐
n	☐	☐	**r**	☐	☐	**l**	☐	☐	**v**	☐	☐
									y	☐	☐
									k	☐	☐

Group 1 Score _____ /6 **Group 2 Score** _____ /6 **Group 3 Score** _____ /6

Group 4 Score _____ /8

Overall Score _____ /26

Negative Observations (suggesting further skill development is required)

i.) Slow speed of recall with pausing and/ or hesitation. ☐ Yes ☐ No

ii.) Did the student possess any letter/ sound confusion? ☐ Yes ☐ No

iii.) Other

Designing a Plan - select from the following

A ☐ The student requires additional CVC reading material, worksheets and CVC spelling and writing tasks to provide increased repeated practice.

B ☐ The student requires Pre-CVC skill development and specifically a program targeting:

- ☐ 3 Sound / Phoneme Blending (to support decoding/reading)
- ☐ Segmentation of CVC Words (to support spelling and writing)
- ☐ Alphabet Sound Recall

C ☐ The student would benefit from a combination of A and B.

D ☐ Daily scheduling of PLD apps: Reading Race 1a Spell Star 1a **E** ☐ Other:_____

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CVC Single Word Reading and Spelling Stimulus Sheet

Exercise 1: Reading Single Words - "Read the following words."

pin	tap	sit
hat	kit	net
run	lot	gum
win		

Subtest 1: Alphabetic Sound Recall - "What are the following sounds and say them as quickly as you can?"

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

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Difficulty Acquiring Stage 1 Target 2 (CVC Words with Early Stage 1 Phonics)

Exercise 1: Reading Single Words (Refer to following Test Sheet)

Instructions: "Read the following words."

shop	chin	that	took	keep
thin	rash	rich	need	duck

Accuracy

_____ /10

=

_____ %

Reading Strategies Observed

- ☐ blending each letter (E.g. "sh/o/p")
- ☐ onset & rime reading (E.g. "sh/op")
- ☐ whole word reading (E.g. "shop")

Negative Observations

i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No

ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

Notes

Exercise 2: Spelling Single Words

Instructions: "Spell the following words."

1. wood	2. feet	3. wish	4. then	5. much
1. fish	2. book	3. jeep	4. this	5. luck

Score: /10 = ____%

Negative Observations

i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No

ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No

Notes

Present the following only if students experience difficulty with the above tasks

The following subtests aim to identify the basis of the difficulties.

Subtest 1: Alphabetic Sound Recall (Refer to following Stimulus Sheet)

Instructions: "What are the following sounds and say them as quickly as you can?"

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

Negative Observations (suggesting further skill development is required)

i.) Slow speed of recall with pausing and/ or hesitation. ☐ Yes ☐ No

ii.) Did the student possess any letter/ sound confusion? ☐ Yes ☐ No

iii.) Other:

Group 4 Score _____ /8

Overall Score _____ /26

Subtest 2: Digraph Recall (Refer to following Stimulus Sheet) Instructions: "What is this sound_____."

sh	☐	ch	☐	oo	☐	ee	☐	ck	☐	th	☐

Negative Observations (suggesting further skill development is required):

i.) What is the student's speed of recall? ☐ Recall in the presence of pausing and hesitation

Group 4 Score ____ /6

Subtest 3: Blending 3 Phonemes (A prerequisite skill of decoding) (Refer to following Test Sheet)

Instructions: "What are the following sounds and say them as quickly as you can?"

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

Negative Observations (suggesting further skill development is required)

i.) How was the task presented? ☐ Short pauses between sounds ☐ Longer pauses between sounds

ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No

iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No

iv.) Did the task appear difficult? ☐ Yes ☐ No

Subtest 4: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word_____."

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

Negative Observations (suggesting further skill development is required)

i.) Did the student confuse the task and provide letter names? ☐ Yes ☐ No

ii.) Did the task appear difficult? ☐ Yes ☐ No

Notes

Plan - select from the following

A ☐ The student requires additional CVC with sh, ch, th, oo, ee, ck reading material, worksheets, spelling and writing tasks to provide increased repeated practice.

B ☐ The student requires Pre-Literacy skill development and specifically a program targeting:

- ☐ 3 Sound / Phoneme Blending (to support decoding/reading)
- ☐ Segmentation of CVC Words (to support spelling and writing)
- ☐ Alphabet Sound Recall
- ☐ Digraph Sound Recall

C ☐ The student would benefit from a combination of A and B.

D ☐ The scheduling of PLD apps: Reading Race 1b Spell Star 1b E ☐ Other: _____

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CVC Words with Early Stage 1 Phonics Stimulus Sheet

Exercise 1: Reading Single Words - "Read the following words."

shop	chin	that
took	keep	thin
rash	rich	need
duck		

Subtest 1: Alphabetic Sound Recall -
"What are the following sounds and say them as quickly as you can?"

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

Subtest 2: Digraph Recall - "What is this sound_____?"

sh	ch	oo
ee	ck	th

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Difficulty Acquiring Stage 1 Target 3 (CCVC Words)

Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

skip	trim	slug	blot	glad
clap	crop	twin	bran	sled

Accuracy

_____ /10

=

_____ %

Reading Strategies Observed

- ☐ blending each letter (E.g. "s/k/i/p")
- ☐ onset & rime reading (E.g. "sk/ip")
- ☐ whole word reading (E.g. "skip")

Negative Observations

i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No

ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

Notes

Exercise 2: Spelling Single Words - Instructions: "Spell the following words."

1. frog
2. spot
3. snap
4. drip
5. swim
6. blob
7. slam
8. club
9. slip
10. grip

Score: /10 = ____%

Negative Observations

i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No

ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No
(Indicating poor phonological awareness i.e. segmentation skills)

Notes

Present the following only if students experience difficulty with the above tasks.

The following subtests aim to identify the basis of the difficulties.

Subtest 1: Blending 4 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word_____."

s (1 sec pause) n (1 sec pause) a (1 sec pause) p =	t (1 sec pause) r (1 sec pause) a (1 sec pause) ck =	d (1 sec pause) r (1 sec pause) i (1 sec pause) p =
p (1 sec pause) r (1 sec pause) a (1 sec pause) m =	s (1 sec pause) p (1 sec pause) o (1 sec pause) t =	Score: /5 = _____%

Negative Observations (suggesting further skill development is required)

i.) How was the task presented? ☐ Short pauses between sounds ☐ Longer pauses between sounds

ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No

iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No

iv.) Did the task appear difficult? ☐ Yes ☐ No

Notes

Subtest 2: Phonemic Segmentation (a prerequisite skill of spelling) Instructions: "Sound out the word_____."

swum	☐ Sounded s-w-u-m ☐ Other:	flag	☐ Sounded f-l-a-g ☐ Other:	skip	☐ Sounded s-k-i-p ☐ Other:
stop	☐ Sounded s-t-o-p ☐ Other:	slid	☐ Sounded s-l-i-d ☐ Other:	Score:	/5 = _____%

Negative Observations (suggesting further skill development is required)

i.) Did the student confuse the task and provide letter names rather than the sound in words? ☐ Yes ☐ No

Subtest 3: Alphabetic Sound Recall (Refer to following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

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

Group 1 Score _____ /6 **Group 2 Score** _____ /6 **Group 3 Score** _____ /6

Group 4 Score _____ /8

Overall Score _____ /26

Negative Observations (suggesting further skill development is required)

i.) Slow speed of recall with pausing and hesitation. ☐ Yes ☐ No

ii.) Did the student possess any letter/sound confusion? ☐ Yes ☐ No

iii.) Other .....

Plan - select from the following

A ☐ The student requires specific CCVC reading material, worksheets and CCVC spelling and writing tasks.

B ☐ The student requires Pre-CCVC skill development and specifically a program targeting:

- ☐ 4 Sound / Phoneme Blending (to support CCVC decoding/reading)
- ☐ Segmentation of CCVC Words (to support CCVC spelling and writing)
- ☐ Alphabet Sound Recall

C ☐ The student would benefit from a combination of A and B.

D ☐ Daily scheduling of PLD apps.

E ☐ Other:_____

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CCVC Single Word Reading and Spelling Stimulus Sheet

Exercise 1: Reading Single Words - "Read the following words."

skip	trim	slug
blot	glad	clap
crop	twin	bran
sled		

Subtest 3: Alphabetic Sound Recall -
"What are the following sounds and say them as quickly as you can?"

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

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Difficulty Acquiring Stage 1 Target 3 (CVCC Words)

Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

gift	lisp	sank	limp	lamp
sent	tusk	send	list	pulp

Accuracy

_____ /10

=

_____ %

Reading Strategies Observed

- ☐ blending each letter (E.g. "g/i/f/t")
- ☐ onset & rime reading (E.g. "gi/ft")
- ☐ whole word reading (E.g. "gift")

Negative Observations

i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No
ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No
iii.) Is hesitant/pausing when applying alphabetic knowledge? ☐ Yes ☐ No

Notes

Exercise 2: Spelling Single Words - Instructions: "Spell the following words."

1. gold	2. cost	3. nest	4. help	5. bent
6. melt	7. silk	8. sent	9. tent	10. gulp

Score: /10 = ____%

Negative Observations

i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No
ii.) Did the student produce bizarre spellings? (Indicating poor phonological awareness i.e. segmentation skills) ☐ Yes ☐ No

Present the following only if students experience difficulty with the above tasks.

The following subtests aim to identify the basis of the difficulties.

Subtest 1: Blending 4 Phonemes (a prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word_____."

w (1 sec pause) i (1 sec pause) n (1 sec pause) d =		l (1 sec pause) a (1 sec pause) m (1 sec pause) p =		m (1 sec pause) e (1 sec pause) l (1 sec pause) t =	
m (1 sec pause) i (1 sec pause) l (1 sec pause) k =		h (1 sec pause) e (1 sec pause) l (1 sec pause) d =		Score:	/5 = _____%

Negative Observations (suggesting further skill development is required)

i.) How was the task presented? ☐ Short pauses between sounds ☐ Longer pauses between sounds
ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No
iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
iv.) Did the task appear difficult? ☐ Yes ☐ No

Notes

Subtest 2: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word_____."

lamp	☐ Sounded l-a-m-p ☐ Other:	wasp	☐ Sounded w-a-s-p ☐ Other:	belt	☐ Sounded b-e-l-t ☐ Other:
send	☐ Sounded s-e-n-d ☐ Other:	sank	☐ Sounded s-a-n-k ☐ Other:	Score:	/5 = _____%

Negative Observations (suggesting further skill development is required)

i.) Did the student confuse the task and provide letter names rather than the sound in words? ☐ Yes ☐ No

Subtest 3: Alphabetic Sound Recall (Refer to following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

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

Group 1 Score _____ /6 **Group 2 Score** _____ /6 **Group 3 Score** _____ /6

Group 4 Score _____ /8

Overall Score _____ /26

Negative Observations (suggesting further skill development is required)

i.) Slow speed of recall with pausing and hesitation. ☐ Yes ☐ No
ii.) Did the student possess any letter/sound confusion? ☐ Yes ☐ No
iii.) Other .....

Plan - select from the following

A ☐ The student requires specific CVCC reading material, worksheets and CVCC spelling and writing tasks.

B ☐ The student requires Pre-CVCC skill development and specifically a program targeting:
- ☐ 4 Sound / Phoneme Blending (to support CVCC decoding/reading)
- ☐ Segmentation of CVC Words (to support CVCC spelling and writing)
- ☐ Alphabet Sound Recall

C ☐ The student would benefit from a combination of A and B.

D ☐ Daily scheduling of PLD apps.

E ☐ Other:_____

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CVCC Single Word Reading and Spelling Stimulus Sheet

Exercise 1: Reading Single Words - "Read the following words."

gift	lisp	sank
limp	lamp	sent
tusk	send	list
pulp		

Subtest 3: Alphabetic Sound Recall -
"What are the following sounds and say them as quickly as you can?"

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

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Notes

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).

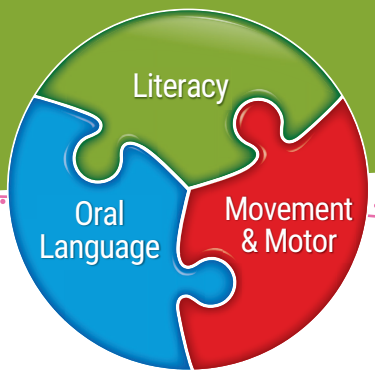
Phonemic Awareness - the ability to identify and manipulate individual sounds within spoken words. A sub-skill of phonological awareness.

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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