

# Screening & Tracking Manual

Year 1 & 2

What to screen?

When to screen?

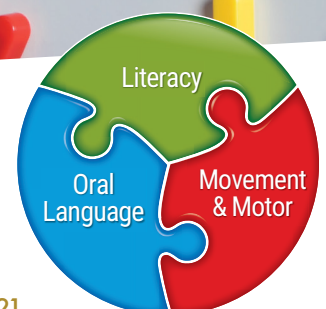
How to screen?

How to report on data?

2024 Version



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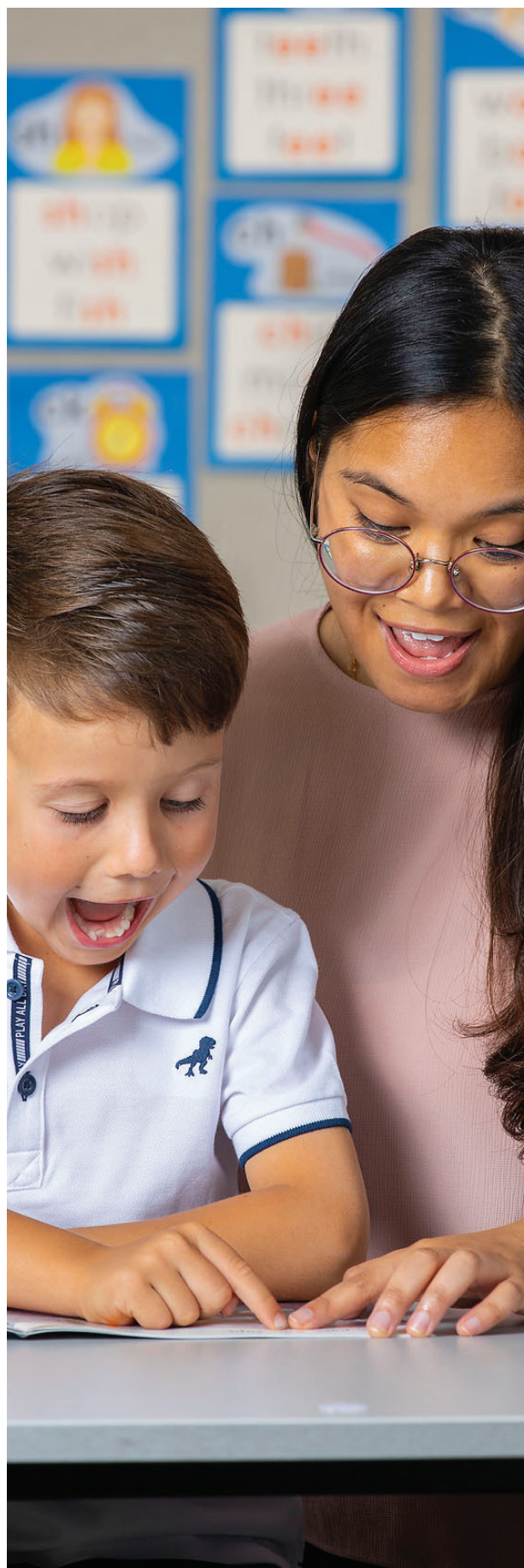


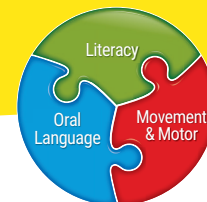
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## What is Included in This Year 1 & 2 Screening & Tracking Manual?

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.

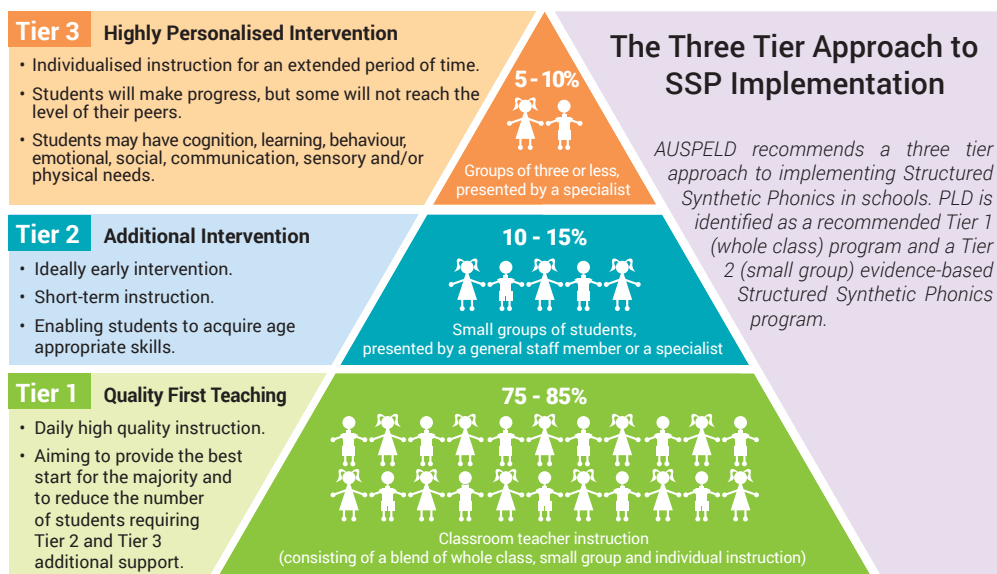
## How to Monitor Student Progress?

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 in the school'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/year-1-and-2/#step4>



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

## How to Get Started with PLD's Screening & Tracking?

- Step 1: Complete the [Synthetic phonics within the junior primary](#) online course or attend a seminar.
- Step 2: Download the [Year 1 & 2 Teaching Sequence Manual](#).
- Step 3: Download this Year 1 & 2 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 [Year 1 & 2 Teaching Sequence Manual](#) 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-1-and-2/>

The full versions of the screens below are located within this manual. For an outline of when to present each screen refer to the schedule on page 5.

The **Year 1 & 2 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.

### End of Term 3 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 4)

Stage	Test Word	Test Word in a Sentence	Stage	Test Words	Test Word in a Sentence
Target 1	log	Sit on the log.	ccc	sprint	It was a fast sprint.
	yet	Have you done it yet?	ccc	drench	The rain will drench you.
	rain	Put eggs in the pan.	cc	stuff	You will stuff your shoes.
Target 2	nut	Crack the nut.	cc	brave	He was very brave.
	wet	I am wet.	cc	drive	Can you drive a car?
	wish	Make a wish.	cc	thirty	My mum is thirty years old.
Target 3	chat	Chat with your friend.	ccw	throw	Throw the ball.
	then	Do this then that.	cc	throat	I have a sore throat.
	rock	The rock is heavy.	ccw	blew	He blew his nose.
Target 4	seem	You seem sad.	ccw	amount	It is a large amount.
	book	Read the book.	ccw	prism	I love a prism salad.
	quick	She is quick.	cc	dream	I had a bad dream.
Target 5	skip	I can skip.	cc	glue	Stick it on with glue.
	grin	See him grin.	cc	burst	The balloon will burst.
	mint	Make peas with mint.	cc	handy	A piece of string is very handy.
Target 6	hold	Hold on tight.	cc	knew	I knew the answer.
	crash	I had a crash.	cc	Test Words	Test Word in a Sentence
	stay	Can you stay?	cc	smudge	Don't smudge your work.
Target 7	sting	The bee can sting.	cc	mighty	It is a mighty river.
	torch	You will need a torch.	cc	switch	Can I switch with you?
	smart	You are very smart.	cc	pamphlet	They delivered a pamphlet.
Target 8	ball	Throw the ball.	cc	pleasant	It was a pleasant smell.
	snail	Slow as a snail.	cc	doubt	I doubt you are correct.
	number	We live at number four.	cc	kettle	Boil the kettle.
Target 9	join	You can join our group.	cc	turkey	We had turkey for dinner.
	toy	This is my toy.	cc	necklace	Mum has a new necklace.
	are	compare	cc	explore	He liked to explore the bush.
cc	core	cc	sparkle	The gem stone began to sparkle.	
cc	singe	cc	sting	Stay back or you will sting your eyebrows.	
cc	elevator	cc	require	Take the elevator to the next floor.	
cc	section	cc	section	Finish this section before lunch.	

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

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

If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences).

**Quick Reference Guide: Percentage Conversions for Tracking Sheets**

Stage	1/6	2/6	3/6	4/6	5/6
Stage 1	1/6	2/6	3/6	4/6	5/6
Stage 2	1/6	2/6	3/6	4/6	5/6
Stage 3	1/6	2/6	3/6	4/6	5/6
Stage 4	1/6	2/6	3/6	4/6	5/6
Stage 5	1/6	2/6	3/6	4/6	5/6

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

### Stage 1, 2 & 3 Spelling Placement Screen Template

Name: \_\_\_\_\_ Term: \_\_\_\_\_

Stage	Score	Notes
Stage 1	1/6	
Stage 1	2/6	
Stage 1	3/6	
Stage 1	4/6	
Stage 1	5/6	
Stage 2	1/6	
Stage 2	2/6	
Stage 2	3/6	
Stage 2	4/6	
Stage 2	5/6	
Stage 3	1/6	
Stage 3	2/6	
Stage 3	3/6	
Stage 3	4/6	
Stage 3	5/6	

Additional observations: \_\_\_\_\_

Notes: \_\_\_\_\_

Stage 1 Score: \_\_\_/6 = \_\_\_%

Stage 2 Score: \_\_\_/6 = \_\_\_%

Stage 3 Score: \_\_\_/6 = \_\_\_%

### Year 1 & 2 Early Reading Profile

Tracking the emergence of early decoding and word reading

Name of Student: \_\_\_\_\_ School Year: \_\_\_\_\_

Administration Date: \_\_\_\_\_

Simple Word Reading

Assessment 1: VC Words (CVC) - 10 words

Assessment 2: VC Words (CVC) - 10 words

Assessment 3: VC Words (CVC) - 10 words

Assessment 4: VC Words (CVC) - 10 words

Assessment 5: VC Words (CVC) - 10 words

Assessment 6: VC Words (CVC) - 10 words

Assessment 7: VC Words (CVC) - 10 words

Assessment 8: VC Words (CVC) - 10 words

Assessment 9: VC Words (CVC) - 10 words

Assessment 10: VC Words (CVC) - 10 words

Assessment 11: VC Words (CVC) - 10 words

Assessment 12: VC Words (CVC) - 10 words

Assessment 13: VC Words (CVC) - 10 words

Assessment 14: VC Words (CVC) - 10 words

Assessment 15: VC Words (CVC) - 10 words

Assessment 16: VC Words (CVC) - 10 words

Assessment 17: VC Words (CVC) - 10 words

Assessment 18: VC Words (CVC) - 10 words

Assessment 19: VC Words (CVC) - 10 words

Assessment 20: VC Words (CVC) - 10 words

Assessment 21: VC Words (CVC) - 10 words

Assessment 22: VC Words (CVC) - 10 words

Assessment 23: VC Words (CVC) - 10 words

Assessment 24: VC Words (CVC) - 10 words

Assessment 25: VC Words (CVC) - 10 words

Assessment 26: VC Words (CVC) - 10 words

Assessment 27: VC Words (CVC) - 10 words

Assessment 28: VC Words (CVC) - 10 words

Assessment 29: VC Words (CVC) - 10 words

Assessment 30: VC Words (CVC) - 10 words

Assessment 31: VC Words (CVC) - 10 words

Assessment 32: VC Words (CVC) - 10 words

Assessment 33: VC Words (CVC) - 10 words

Assessment 34: VC Words (CVC) - 10 words

Assessment 35: VC Words (CVC) - 10 words

Assessment 36: VC Words (CVC) - 10 words

Assessment 37: VC Words (CVC) - 10 words

Assessment 38: VC Words (CVC) - 10 words

Assessment 39: VC Words (CVC) - 10 words

Assessment 40: VC Words (CVC) - 10 words

Assessment 41: VC Words (CVC) - 10 words

Assessment 42: VC Words (CVC) - 10 words

Assessment 43: VC Words (CVC) - 10 words

Assessment 44: VC Words (CVC) - 10 words

Assessment 45: VC Words (CVC) - 10 words

Assessment 46: VC Words (CVC) - 10 words

Assessment 47: VC Words (CVC) - 10 words

Assessment 48: VC Words (CVC) - 10 words

Assessment 49: VC Words (CVC) - 10 words

Assessment 50: VC Words (CVC) - 10 words

Assessment 51: VC Words (CVC) - 10 words

Assessment 52: VC Words (CVC) - 10 words

Assessment 53: VC Words (CVC) - 10 words

Assessment 54: VC Words (CVC) - 10 words

Assessment 55: VC Words (CVC) - 10 words

Assessment 56: VC Words (CVC) - 10 words

Assessment 57: VC Words (CVC) - 10 words

Assessment 58: VC Words (CVC) - 10 words

Assessment 59: VC Words (CVC) - 10 words

Assessment 60: VC Words (CVC) - 10 words

Assessment 61: VC Words (CVC) - 10 words

Assessment 62: VC Words (CVC) - 10 words

Assessment 63: VC Words (CVC) - 10 words

Assessment 64: VC Words (CVC) - 10 words

Assessment 65: VC Words (CVC) - 10 words

Assessment 66: VC Words (CVC) - 10 words

Assessment 67: VC Words (CVC) - 10 words

Assessment 68: VC Words (CVC) - 10 words

Assessment 69: VC Words (CVC) - 10 words

Assessment 70: VC Words (CVC) - 10 words

Assessment 71: VC Words (CVC) - 10 words

Assessment 72: VC Words (CVC) - 10 words

Assessment 73: VC Words (CVC) - 10 words

Assessment 74: VC Words (CVC) - 10 words

Assessment 75: VC Words (CVC) - 10 words

Assessment 76: VC Words (CVC) - 10 words

Assessment 77: VC Words (CVC) - 10 words

Assessment 78: VC Words (CVC) - 10 words

Assessment 79: VC Words (CVC) - 10 words

Assessment 80: VC Words (CVC) - 10 words

Assessment 81: VC Words (CVC) - 10 words

Assessment 82: VC Words (CVC) - 10 words

Assessment 83: VC Words (CVC) - 10 words

Assessment 84: VC Words (CVC) - 10 words

Assessment 85: VC Words (CVC) - 10 words

Assessment 86: VC Words (CVC) - 10 words

Assessment 87: VC Words (CVC) - 10 words

Assessment 88: VC Words (CVC) - 10 words

Assessment 89: VC Words (CVC) - 10 words

Assessment 90: VC Words (CVC) - 10 words

Assessment 91: VC Words (CVC) - 10 words

Assessment 92: VC Words (CVC) - 10 words

Assessment 93: VC Words (CVC) - 10 words

Assessment 94: VC Words (CVC) - 10 words

Assessment 95: VC Words (CVC) - 10 words

Assessment 96: VC Words (CVC) - 10 words

Assessment 97: VC Words (CVC) - 10 words

Assessment 98: VC Words (CVC) - 10 words

Assessment 99: VC Words (CVC) - 10 words

Assessment 100: VC Words (CVC) - 10 words

The **Year 1 & 2 Early Reading Screen** 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 less than five minutes to present and can be used to determine the level of the decodable readers and to track progress.

### Year 1 Screening the Reading & Spelling of Irregular High Frequency Words - Optional

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

**Year 1 Semester 1**

so go no one what

two said you have they

Observations: \_\_\_\_\_ Reading Score: (10) Spelling Score: (10)

**Year 1 Semester 2**

people their there

sometimes come something

where someone some

Observations: \_\_\_\_\_ Reading Score: (10) Spelling Score: (10)

If students are operating at lower PLD stages refer to the [Guidelines for Use of the HFW Check](#).

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

### Difficulty Acquiring Stage 1 Target 1 (CVC Words)

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

**Year 1 Semester 1**

so go no one what

two said you have they

Observations: \_\_\_\_\_ Reading Score: (10) Spelling Score: (10)

**Year 1 Semester 2**

people their there

sometimes come something

where someone some

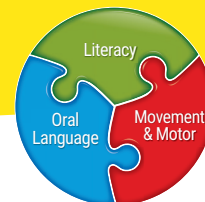
Observations: \_\_\_\_\_ Reading Score: (10) Spelling Score: (10)

If students are operating at lower PLD stages refer to the [Guidelines for Use of the HFW Check](#).

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 what plan to establish when these difficulties are occurring.



# Scheduling PLD Screening & Tracking in Year 1 & 2



	Term 1	Term 2	Term 3	Term 4
By the end of Week 1	<p><b>Spelling Placement Screen</b> Present the Week 1 in Term 1 spelling placement screen</p> <ul style="list-style-type: none"> <li>Year 1 - All of Stage 1.</li> <li>Year 2 - All of Stage 1 &amp; 2.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Cluster class into three targeted teaching groups.</li> <li>Set a differentiated learning focus for each group for Term 1.</li> </ul>		<p><b>Year 1 Phonics Check:</b> Weeks 3-5</p> <ul style="list-style-type: none"> <li>Blog 1: <a href="https://pld-literacy.org/why-should-we-support-the-introduction-of-the-uk-phonics-check/">https://pld-literacy.org/why-should-we-support-the-introduction-of-the-uk-phonics-check/</a></li> <li>Blog 2: <a href="https://pld-literacy.org/preparation-for-the-uk-phonics-screening-check/">https://pld-literacy.org/preparation-for-the-uk-phonics-screening-check/</a></li> </ul>	<p><b>Standardised Assessments</b> Allocate a date during the semester (we recommend in November) to administer standardised tests to calculate each student's reading and spelling ages.</p> <p>There are many testing options available on the market. Please see our support website for <a href="#">recommendations</a>.</p> <p>Enter the results into the PLD tracking sheets.</p>
By the end of Week 2	<p><b>Early Reading Screen</b> Present the screen to all Year 1 &amp; 2 students.</p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Use the results to allocate appropriate <b>decodable</b> reading books.</li> </ul>	<p><b>Early Reading Screen</b> Present the screen to all Year 1 &amp; some Year 2 students.</p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Use the results to allocate appropriate <b>decodable</b> reading books for Year 1 and some Year 2 students.</li> </ul>	<p><b>Early Reading Screen</b> Present the screen to all Year 1 &amp; some Year 2 students.</p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Use the results to allocate appropriate <b>decodable</b> reading books for Year 1 &amp; some Year 2 students.</li> </ul>	<p><b>Early Reading Screen</b> Present the screen to all Year 1 &amp; some Year 2 students.</p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Use the results to allocate appropriate <b>decodable</b> reading books for Year 1 &amp; some Year 2 students.</li> </ul>
Weeks 1-9	<p><b>Explicit Teaching Phase</b> Refer to the PLD <a href="#">Year 1 &amp; 2 Teaching Sequence Manual</a>.</p>			
By the end of Week 10	<p><b>Spelling Placement Screen</b> Present the end of Term 1 screen</p> <ul style="list-style-type: none"> <li>Year 1 - All of Stage 1 &amp; 2.</li> <li>Year 2 - All of Stage 1, 2 &amp; 3.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Cluster class into three targeted teaching groups.</li> <li>Set a differentiated learning focus for each group for Term 2.</li> </ul>	<p><b>Spelling Placement Screen</b> Present the end of Term 2 screen</p> <ul style="list-style-type: none"> <li>Year 1 - All of Stage 1 &amp; 2.</li> <li>Year 2 - All of Stage 1, 2 &amp; 3.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Cluster class into three targeted teaching groups.</li> <li>Set a differentiated learning focus for each group for Term 3.</li> </ul>	<p><b>Spelling Placement Screen</b> Present the end of Term 3 screen</p> <ul style="list-style-type: none"> <li>Year 1 - All of Stage 1 &amp; 2.</li> <li>Year 2 - All of Stage 1, 2 &amp; 3.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Populate tracking sheet with student results.</li> <li>Cluster class into three targeted teaching groups.</li> <li>Set a differentiated learning focus for each group for Term 4.</li> </ul>	<p>Prepare handover information.</p>

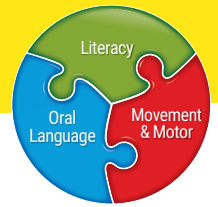
## Screening & Tracking Low Ability

	Term 1	Term 2	Term 3	Term 4
By the end of Week 10	<p>For students who are slow to progress through Stage 1, present the relevant <a href="#">Difficulty Acquiring Stage 1</a> screen to establish a targeted plan for Term 2.</p> <p>Optional: Present the irregular HFW screen.</p>	<p>For students who are slow to progress through Stage 1, present the relevant <a href="#">Difficulty Acquiring Stage 1</a> screen to establish a targeted plan for Term 3.</p> <p>Optional: Present the irregular HFW screen.</p>	<p>For students who are slow to progress through Stage 1, present the relevant <a href="#">Difficulty Acquiring Stage 1</a> screen to establish a targeted plan for Term 4.</p> <p>Optional: Present the irregular HFW screen.</p>	<p>Optional: Present the irregular HFW screen.</p>



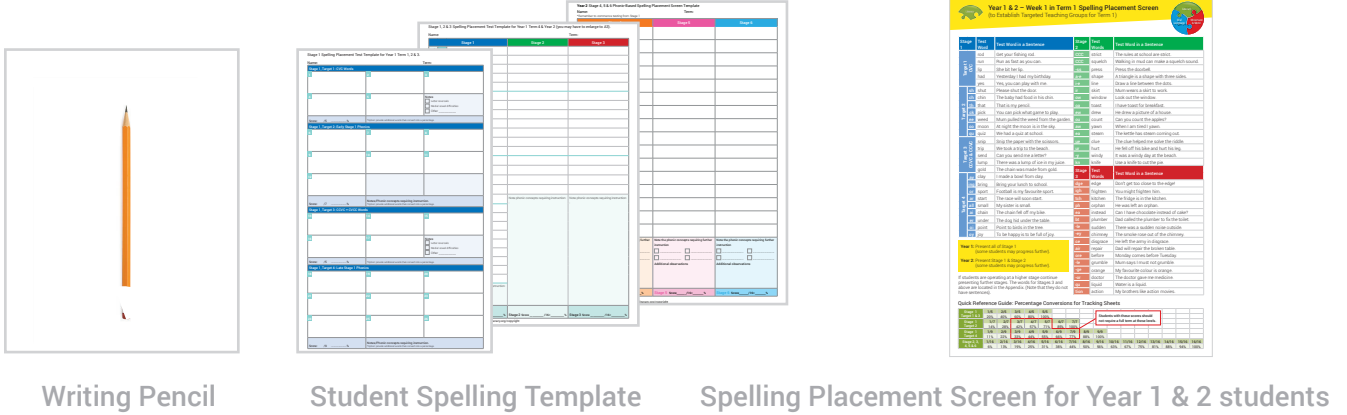
# How to Administer the Spelling Placement Screens

(in Week 1 of Term 1)



The **Year 1 & 2 Spelling Placement Screens** are designed to track the development of single word spelling ability 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. Refer to page 5 for when to schedule these assessments. Please note that the test words will change every term.

## Materials Required:



## Preparation

- Duplicate the relevant student spelling template for each student. They may need to be enlarged to A3. Be sure to select the appropriate template according to which stages you are testing.
- It is recommended that the spelling screen is presented to the whole class in one sitting.
- Have each student put a book on their desks so they can read if asked to discontinue.
- Explanation to each group: "We are going to complete a spelling review. The words will gradually 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."

## Instructions

- "Word number one is ..... [It is optional to place the test word in a sentence]. Write the word ...."
- Repeat the process for each word within the stages.
- It is preferable to continue testing according to the year level recommendations below. Some students will require testing beyond the recommended stages so be sure to have additional copies of the subsequent templates so testing can continue.

**Year 1 & 2 – Week 1 in Term 1 Spelling Placement Screen**  
(to Establish Targeted Teaching Groups for Term 1)

Stage	Test Word	Test Word in a Sentence	Stage	Test Words	Test Word in a Sentence	
Target 1 CCC CVC CVCVC	rod	Get your fishing rod.	Stage 2	CCC strict	The rules at school are strict.	
	run	Run as fast as you can.		CCC squelch	Walking in mud can make a squelch sound.	
	lip	She bit her lip.		ss press	Press the doorbell.	
	had	Yesterday I had my birthday.		a-e shape	A triangle is a shape with three sides.	
	yes	Yes, you can play with me.		ie line	Draw a line between the dots.	
	shut	Please shut the door.		ll alert	Mum wears a skirt to work.	
	chin	The baby had food in his chin.		aw window	Look out the window.	
	that	That is my pencil.		oa toast	I have toast for breakfast.	
	pick	You can pick what game to play.		aw drew	He drew a picture of a house.	
	weed	Mum pulled the weed from the garden.		ou count	Can you count the apples?	
Target 2 CVCVCVC CVCVCVCVC	moon	At night the moon is in the sky.	aw yawn	When I am tired I yawn.		
	quiz	We had a quiz at school.	ea steam	The kettle has steam coming out.		
	snip	Snip the paper with the scissors.	ue clue	The clue helped me solve the riddle.		
	trip	We took a trip to the beach.	ur hurt	He fell off his bike and hurt his leg.		
	send	Can you send me a letter?	wy windy	It was a windy day at the beach.		
	lump	There was a lump of ice in my juice.	kn knife	Use a knife to cut the pie.		
	gold	The chain was made from gold.	Stage 3	dge edge	Don't get too close to the edge!	
	clay	I made a bowl from clay.		igh frighten	You might frighten him.	
	bring	Bring your lunch to school.		tch kitchen	The fridge is in the kitchen.	
	sport	Football is my favourite sport.		ph orphan	He was left an orphan.	
start	The race will soon start.	ea instead		Can I have chocolate instead of cake?		
small	My sister is small.	pl plumber		Dad called the plumber to fix the toilet.		
chain	The chain fell off my bike.	le sudden		There was a sudden noise outside.		
under	The dog hid under the table.	ey chimney		The smoke rose out of the chimney.		
point	Point to birds in the tree.	ce disgrace		He left the army in disgrace.		
joy	To be happy is to be full of joy.	air repair		Dad will repair the broken table.		
Target 3 CVCVCVCVCVC CVCVCVCVCVCVC	before	Monday comes before Tuesday.	ore before	Monday comes before Tuesday.		
	grumble	Mum says I must not grumble.	gr grumble	Mum says I must not grumble.		
	orange	My favourite colour is orange.	ge orange	My favourite colour is orange.		
	doctor	The doctor gave me medicine.	or doctor	The doctor gave me medicine.		
	liquid	Water is a liquid.	qu liquid	Water is a liquid.		
	action	My brothers like action movies.	ion action	My brothers like action movies.		
	Students with these scores should not require a full term at these levels.					

**Quick Reference Guide: Percentage Conversions for Tracking Sheets**

Stage	1/5	2/5	3/5	4/5	5/5											
Target 1	20%	40%	60%	80%	100%											
Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7									
Target 3	1/8	2/8	3/8	4/8	5/8	6/8	7/8	8/8								
Target 4	1/11	2/11	3/11	4/11	5/11	6/11	7/11	8/11	9/11	10/11						
Target 5	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
4.5/5.5	6%	15%	19%	29%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%

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

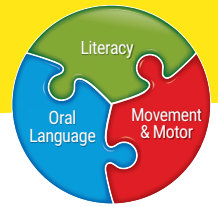
**Year 2:** Present Stage 1 & Stage 2 (some students may progress further).

If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences)

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



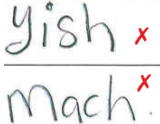

**Year 2:** Present Stage 1 & Stage 2  
(some students may progress further).

	Stage 1	Stage 2	Stage 3
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			
Additional observations			
Notes:			
Stage 1 Score: ___/___%	Stage 2 Score: ___/___%	Stage 3 Score: ___/___%	



Spelling Placement Screens are conducted at the beginning of the school year (ideally Term 1, Week 1) and at the end of Terms 1, 2 and 3.

## Marking the Placement Screens

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters?	Yes. Letter reversals are a common occurrence in the first years 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 years 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?	Yes. 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: 'dish' and 'much'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who experienced multiple 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'

## Scoring the Spelling Placement Screens

Use the Quick Reference Guide (located on the following pages) to convert student scores into percentages. Enter the percentages into the tracking sheets. Arrange the students into three targeted teaching groups.

### Examples of Class Profiles Organised into Three Targeted Teaching Spelling Groups

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

**Year 1 Tracking Sheet**

	Target 1	Target 2	Target 3	Target 4	Stage 2	
	cvc	sh, ch, ccvc	ar, or			
100	56	40	0			
100%	14	0	0			
80%	42	40				
Aubrey	80%	56	0	0		
Isaac	100	42	40	0		
Lucl	100%	56	20	0		
Sash	80%	30	0	0		
Archie	80%	30	20	0		
Focus on Target 4 then commencing Stage 2						
Ella	100%	84	40	22		
Tommy	100%	70	80	33		
Rebecca	100	70	100	33	36	
Jono	100	70	100	66	6	
Toby	100	70	100	66	6	
Anna	100	56	80	44	6	
Jono	100	86	56			
Elijah	100	70	100	77	0	
Evelyn	100	70	100	77	18	
Lily	100	70	100	77	30	
Oliver	New 2020	100	70	100	77	30
Sara	New 2020	100	70	100	77	42
Focus on Stage 2						
Taylah	100	84	100	88	6	
Max	100	100	100	88	30	
Billy	100	70	100	88	25	
Ava	100	86	100	100	25	
Max	New 2020	100	84	80	56	12
Kayla	100	100	100	66	12	
Viv	New 2020	100	100	100	77	12

**Year 2 Tracking Sheet**

	Stage 1				Stage 2
	Target 1	Target 2	Target 3	Target 4	
	cvc	sh, ch, th, ccvc	ar, or		
Maxwell	80%	42%	0%	0%	
Scarlett	100%	57%	40%	11%	
Georgia	100%	42%	100%	22%	
Andrea	80%	42%	40%	0%	
Target 4 and then Commencing Stage 2					
Jono	100%	71 - c/ck	85%	33%	20%
Max	100%	71%	100%	33%	35%
Jacob	100%	71%	100%	33%	10%
Indiana	100%	86%	85%	56%	25%
Tia	100%	86%	85%	38%	40%
Ella	100%	86%	85%	33%	55%
Korey	100%	100%	100%	66%	18%
Eamon	100%	100%	85%	44%	24%
Tess	100%	100%	85%	75%	12%
Moa	100%	86%	85%	44%	44%
Locky	100%	100%	100%	44%	22%
Adriana	100%	100%	85%	56%	25%
Stage 2					
Elina	100%	100%	100%	78%	50%
Leo	100%	86%	100%	89%	
Jasper	100%	100%	100%	89%	32%
Chloe	100%	100%	100%	100%	37%

**Group 1:**

- Stage 1 Target 1 & 2 combined.

**Group 2:**

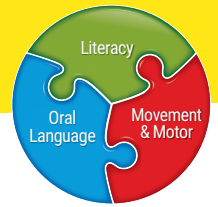
- Stage 1 Target 2 & 4 combined.

**Group 3:**

- Stage 1 Target 4 & Stage 2 combined.



# Using the PLD Tracking Sheets in Year 1 & 2



The downloadable PLD Tracking Sheets are central to PLD's approach. The tracking sheets link the [Year 1 & 2 Teaching Sequence Manual](#) with the process outlined in this manual. Through beginning and end of term progress checks, student's results are plotted onto the tracking sheets. Teachers then create three groups which form the basis of the targeted teaching. This process enables the classroom teacher to report on skill development of the class and simultaneously establish an implementation plan.

## How to Get Started using the PLD Tracking Sheets?

- Step 1: Download and set up the tracking sheets** using the following link: <https://pld-literacy.org/plds-tracking-sheets/>. The tracking sheets should be converted into a 'cloud-based' format. Each class is allocated a different tab.
- Step 2: What to teach? When to teach?** Explicit teaching as outlined in the [Year 1 & 2 Teaching Sequence Manual](#).
- 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 11 - 24, of this manual.
- Step 4: Enter the results in the PLD Tracking Sheets.** A sample entry for Year 1 & 2 has been outlined below.
- Step 5: How to create a class profile and three targeted teaching groups?** Watch the Year 1 & 2 PLD Tracking Sheets video <https://pld-literacy.org/year-1-and-2/> for an explanation on how to process the test results and adjust the order of the students by establishing three targeted teaching groups.

## Reminders for Literacy Coordinators and Teachers

### Prior to the beginning of Term 1

**Literacy Coordinator:** Download the new version of PLD's Tracking Sheets from the website and set up the cloud-based document with the names of specific classes. Share the link with all classroom teachers.

**Teachers:** Populate your class's tracking sheet tab with the names of your students and record any delays, difficulties or diagnoses in the NOTES column.

### Before the end of Terms 2, 3 & 4

**Literacy Coordinator:** Remind teachers to administer the relevant Placement Screens in the last week of term and populate their data by the end of the term.

**Teachers:** Populate your tracking sheet with your student's results, group students and identify learning focus for each group.

### During Midterm Professional Development Day/s

The school-wide tracking document should be reviewed regularly to monitor student development, identify any students requiring intervention and to assess PLD implementation.

**If you need help with using PLD's Tracking Sheets or grouping your students please contact our office.**

## What and when to teach?

Teaching Sequence Manual  
Year 1 & 2

What to teach?  
When to teach?  
How to cater for the range in ability?

2022 Version

## What, when and how to screen?

Stage	Test Word	Test Word in a Sentence	Stage	Test Words	Test Word in a Sentence
Target 1 CVC	rod	Get your fishing rod.	ODD	strict	The rules at school are strict.
	run	Run as fast as you can.	CCVC	squelch	Walking in mud can make a squelch sound.
	lip	She bit her lip.	as	press	Press the doorbell.
	had	Yesterday I had my birthday.	a-c	shape	A triangle is a shape with three sides.
	yes	Yes, you can play with me.	l-a	line	Draw a line between the dots.
	shut	Please shut the door.	skit	skirt	Mum wears a skirt to work.
	chm	The baby had food in his chin.	ss	window	Look out the window.
	th	That is my pencil.	as	toast	I have toast for breakfast.
	pick	You can pick what game to play.	ew	draw	He drew a picture of a house.
	weed	Mum pulled the weed from the garden.	ou	count	Can you count the apples?
Target 2 CCVC & CVCVC	oo	At night the moon is in the sky.	aw	yawn	When I am tired I yawn.
	ign	We had a quiz at school.	ss	steam	The kettle has steam coming out.
	rip	Snip the paper with the scissors.	ss	clue	The clue helped me solve the riddle.
	snp	Snip the paper with the scissors.	up	hurt	He fell off his bike and hurt his leg.
	send	Can you send me a letter?	w	windy	It was a windy day at the beach.
	lump	There was a lump of ice in my juice.	kn	knife	Use a knife to cut the pie.
	gold	The chain was made from gold.	Stage 3	Test Words	Test Word in a Sentence
	slay	I made a boat from clay.	dge	edge	Don't get too close to the edge!
	ing	Bring your lunch to school.	gh	frighten	You might frighten him.
	small	My sister is small.	ch	kitchen	The fridge is in the kitchen.
Target 3 CVCVC & CCVCVC	chain	The chain fell off my bike.	ph	orphan	He was left an orphan.
	under	The dog hid under the table.	es	before	Monday comes before Tuesday.
	plumber	Dad called the plumber to fix the toilet.	le	plumber	Dad called the plumber to fix the toilet.
	point	Point to birds in the tree.	dden	sudden	There was a sudden noise outside.
	joy	To be happy is to be full of joy.	ny	chimney	The smoke rose out of the chimney.
	ce	disgrace	He left the army in disgrace.		
	repair	Dad will repair the broken table.			
	before	Monday comes before Tuesday.			
	grumble	Mum says I must not grumble.			
	orange	My favourite colour is orange.			
doctor	The doctor gave me medicine.				
liquid	Water is a liquid.				
action	My brothers like action movies.				

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

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

If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences).

Target 1	Target 2	Target 3	Target 4	Stage 2
CVC	sh, ch	CCVC	ar, or	
100	56	40	0	0
100%	14	0	0	0
80%	42	40	0	0
80%	56	0	0	0
100	42	40	0	0
100%	56	20	0	0
80%	30	0	0	0
80%	30	20	0	0
Commencing Stage 2				
100%	84	40	22	
100%	70	80	33	
100	70	100	33	36
100	70	100	66	6
100	70	100	66	6
100	56	80	44	6
100	86	56	22	6
100	70	100	77	0
100	70	100	77	18
100	70	100	77	30
100	70	100	77	30
100	70	100	77	42
100	84	100	88	6
100	100	100	88	30
100	70	100	88	25
100	86	100	100	31
100	84	80	66	12
100	100	100	66	12
100	100	100	77	12

## How to create a class profile and three targeted teaching groups?

Year 1 & 2  
Tracking Sheets

PLD Tracking Sheets

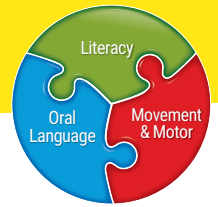
Using the PLD Tracking Sheets & the 3 functions required





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

(to Establish Targeted Teaching Groups for Term 1)



Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	rod	Get your fishing rod.	CCC/CC	strict	The rules at school are strict.
	run	Run as fast as you can.	CCC/CC	squelch	Walking in mud can make a squelch sound.
	lip	She bit her lip.	-ss	press	Press the doorbell.
	had	Yesterday I had my birthday.	a-e	shape	A triangle is a shape with three sides.
	yes	Yes, you can play with me.	i-e	line	Draw a line between the dots.
Target 2	sh	shut	ir	skirt	Mum wears a skirt to work.
	ch	chin	ow	window	Look out the window.
	th	that	oa	toast	I have toast for breakfast.
	ck	pick	ew	drew	He drew a picture of a house.
	ee	weed	ou	count	Can you count the apples?
	oo	moon	aw	yawn	When I am tired I yawn.
	qu	quiz	ea	steam	The kettle has steam coming out.
Target 3 CCVC & CVCC	snip	Snip the paper with the scissors.	ue	clue	The clue helped me solve the riddle.
	trip	We took a trip to the beach.	ur	hurt	He fell off his bike and hurt his leg.
	send	Can you send me a letter?	-y	windy	It was a windy day at the beach.
	lump	There was a lump of ice in my juice.	kn	knife	Use a knife to cut the pie.
	gold	The chain was made from gold.			
Target 4	ay	clay	Stage 3	Test Word	Test Word in a Sentence
	ing	bring	dge	edge	Don't get too close to the edge!
	or	sport	igh	frighten	You might frighten him.
	ar	start	tch	kitchen	The fridge is in the kitchen.
	all	small	ph	orphan	He was left an orphan.
	ai	chain	ea	instead	Can I have chocolate instead of cake?
	er	under	mb	plumber	Dad called the plumber to fix the toilet.
	oi	point	dd	sudden	There was a sudden noise outside.
	oy	joy	-ey	chimney	The smoke rose out of the chimney.
		ce	disgrace	He left the army in disgrace.	
		air	repair	Dad will repair the broken table.	
		ore	before	Monday comes before Tuesday.	
		-le	grumble	Mum says I must not grumble.	
		-ge	orange	My favourite colour is orange.	
		-or	doctor	The doctor gave me medicine.	
		qu	liquid	Water is a liquid.	
		tion	action	My brothers like action movies.	

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

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

If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences).

### Quick Reference Guide: Percentage Conversions for Tracking Sheets

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

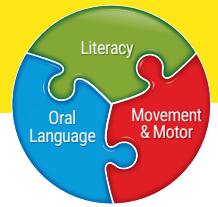
Students with these scores should not require a full term at these levels.

Scores indicating progress to the next stage.



# End of Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 2)



Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	dog	The dog likes bones.	CCC/CC	strong	I am strong.
	jug	Pour the jug of milk.	CCC/CC	thrust	She thrust her hands in her pockets.
	pit	I fell in the pit.	-ll	spill	Don't spill your milk.
	fun	The party was fun.	a-e	plate	Put your food on the plate.
	mop	Mop the floor.	i-e	spine	Your spine is your back.
Target 2	sh	Put food on the dish.	ir	twirl	She loves to twirl and dance.
	ch	The man is rich.	ow	elbow	He hurt his elbow.
	th	I want to go with them.	oa	roast	Mum made roast for dinner.
	ck	I have lost one sock.	ew	chew	Chew your food!
	ee	Feed your dog.	ou	ground	Put it on the ground.
	oo	Don't shoot the birds.	aw	lawn	He mowed the lawn.
	qu	She quit ballet.	ea	cream	I love strawberries and cream.
Target 3 CCVC & CVCC	clap	The baby can clap.	ue	blue	My favourite colour is blue.
	twin	I have a twin sister.	ur	purse	Put your money in the purse.
	sold	Dad sold our house.	-y	sticky	Honey is sticky.
	lift	Lift me up.	kn	knee	I scratched my knee.
	went	I went to the shop.			
Target 4	ay	The tree will sway in the wind.	Stage 3	Test Word	Test Word in a Sentence
	ing	What is that thing?	dge	badge	He got the honour badge.
	or	Go north.	igh	delight	She squealed with delight.
	ar	Put your name on the chart.	tch	itchy	The bites are itchy.
	all	The glass will fall.	ph	trophy	I won a trophy.
	ai	Mum will paint my room.	ea	thread	Thread the needle.
	er	Never be rude.	mb	crumb	The mouse ate the crumb.
	oi	Mud will spoil your dress.	gg	stagger	He walked with a stagger.
	oy	Enjoy your holidays.	-ey	hockey	We play hockey.
		ce	replace	Replace the batteries.	
		air	dairy	I am allergic to dairy.	
		ore	restore	Can you restore the program?	
		-le	sniffle	I have a sniffle.	
		-ge	plunge	Plunge into the pool.	
		-or	inspector	The inspector found termites.	
		qu	quaint	It is a quaint cottage.	
		tion	fiction	I love to read fiction.	

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

**Year 2:** Present Stage 1, Stage 2 & Stage 3 (some students may progress further).

If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences).

## Quick Reference Guide: Percentage Conversions for Tracking Sheets

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

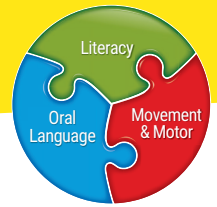
Students with these scores should not require a full term at these levels.

Scores indicating progress to the next stage.



# End of Term 2 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 3)



Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	fog	It is a thick fog.	CCC/CC	strand	One strand of the rope is red.
	get	Get your hat.	CCC/CC	squint	I squint on a sunny day.
	pad	Write on the pad.	-zz	frizz	I prefer hair without frizz.
	sun	The sun is hot.	a-e	skate	He likes to skate.
	man	The man and his dog.	i-e	slime	There is slime in the pond.
Target 2	sh	Go to the shop.	ir	squirm	Spiders make me squirm.
	ch	Do you have much money?	ow	shallow	The pool is very shallow.
	th	Can I come with you?	oa	coach	Our coach encourages us.
	ck	I wish you good luck.	ew	grew	The seeds grew into big trees.
	ee	You can keep it.	ou	around	There is a fence around the yard.
	oo	Put a worm on the hook.	aw	straw	The little pig made a house of straw.
	qu	The queen has a crown.	ea	reach	Can you reach the top?
Target 3 CCVC & CVCC	flag	The flag is flapping.	ue	true	Only say what is true.
	glad	I am glad you are here.	ur	nurse	The nurse looks after the sick people.
	soft	Feathers are soft.	-y	frosty	It is a frosty winter day.
	pond	The ducks swim in the pond.	kn	know	I know where you live.
	bank	Put your money in the bank.			
Target 4	ay	Today is a school day.	Stage 3	Test Word	Test Word in a Sentence
	ing	She will cling to her mum.	dge	pledge	A pledge is a promise.
	or	The ship sailed into port.	igh	bright	The sun is very bright.
	ar	The soldiers march.	tch	stretch	Stretch before you exercise.
	all	I have a stall at the fair.	ph	dolphin	The dolphin eats fish.
	ai	My brain is amazing.	ea	breakfast	I have toast for breakfast.
	er	In winter it rains a lot.	mb	thumb	He hit his thumb.
	oi	Grandad gets joint pain.	nn	channel	Dad will change the channel.
	oy	The boy can run.	-ey	jockey	The jockey rode the horse.
			ce	embrace	I saw mum and dad embrace.
		are	aware	I was not aware you were coming too.	
		ore	ignore	Ignore the silly girls.	
		-le	scribble	My brother likes to scribble.	
		-ge	hinge	The door hinge squeaks.	
		-or	spectator	Mum enjoys being a spectator on sports day.	
		qu	quarter	Come at a quarter past three.	
		tion	option	You have the option to stay.	

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

**Year 2:** Present Stage 1, Stage 2 & Stage 3 (some students may progress further).

If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences).

## Quick Reference Guide: Percentage Conversions for Tracking Sheets

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

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

Scores indicating progress to the next stage.



# End of Term 3 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 4)



Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	log	Sit on the log.	CCC/CC	sprint	It was a fast sprint.
	yet	Have you done it yet?	CCC/CC	drench	The rain will drench you.
	pan	Put eggs in the pan.	-ff	scuff	You will scuff your shoes.
	nut	Crack the nut.	a-e	brave	He was very brave.
	wet	I am wet.	i-e	drive	Can you drive a car?
Target 2	sh	Make a wish.	ir	thirty	My mum is thirty years old.
	ch	Chat with your friend.	ow	throw	Throw the ball.
	th	Do this then that.	oa	throat	I have a sore throat.
	ck	The rock is heavy.	ew	blew	He blew his nose.
	ee	You seem sad.	ou	amount	It is a large amount.
	oo	Read the book.	aw	prawn	I love prawn salad.
	qu	She is quick.	ea	dream	I had a bad dream.
Target 3 CCVC & CVCC	skip	I can skip.	ue	glue	Stick it on with glue.
	grin	See him grin.	ur	burst	The balloon will burst.
	mint	Make peas with mint.	-y	handy	A piece of string is very handy.
	hold	Hold on tight.	kn	knew	I knew the answer.
	crash	I had a crash.			
Target 4	ay	Can you stay?	Stage 3	Test Word	Test Word in a Sentence
	ing	The bee can sting.	dge	smudge	Don't smudge your work.
	or	You will need a torch.	igh	mighty	It is a mighty river.
	ar	You are very smart.	tch	switch	Can I switch with you?
	all	Throw the ball.	ph	pamphlet	I received the pamphlet.
	ai	Slow as a snail.	ea	pleasant	It was a pleasant smell.
	er	We live at number four.	bt	doubt	I doubt you are correct.
	oi	You can join our group.	tt	kettle	Boil the kettle.
	oy	This is my toy.	-ey	turkey	We had turkey for dinner.
			ce	necklace	Mum has a new necklace.
		are	compare	Don't compare yourself to others.	
		ore	explore	He liked to explore the bush.	
		-le	sparkle	The gem stone began to sparkle.	
		-ge	singe	Stay back or you will singe your eyebrows.	
		-or	elevator	Take the elevator to the next floor.	
		qu	require	You will require a ticket.	
		tion	section	Finish this section before lunch.	

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

**Year 2:** Present Stage 1, Stage 2 & Stage 3 (some students may progress further).

If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences).

## Quick Reference Guide: Percentage Conversions for Tracking Sheets

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

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

Scores indicating progress to the next stage.

The **Year 1 & 2 Early Reading Screen** 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 teaching sequence. The assessment should take no more than five minutes to present and should be used to determine the appropriate range of decodable books that students require for home and in-class reading.

## Materials Required:



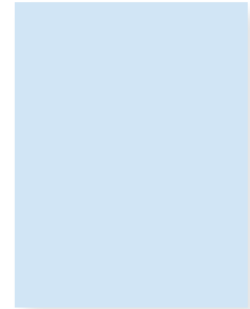
Coloured Pen



Student Record Form



Stimulus Sheets 1-3



Coloured Piece of Card

## Preparation

Duplicate the Student Record Form for each child on page 16 and fill in the student's details at the top of the page. Use the coloured pen to fill in the name of the person administering the test and the date.

## 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 no more than five minutes per student.

## Discontinue Rule

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

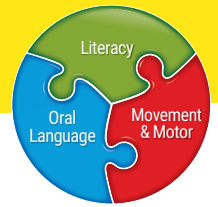
## Marking & Scoring the Reading Test Items

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. Use a different coloured pen each time you present the screen.

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 ✓
<b>Incorrect Reading of the Test Word (always write down what the student verbalised)</b>	top ✗	shed ✗
Sounds out the word, but does not blend.	tāp ✗	shōp ✗
No response or would not attempt.	?	?
<b>Other observations</b>		
Self Corrected (SC) 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



# Year 1 Semester 1 (to Assign Decodable Reading Books)



Within Semester 1, the majority of students should typically display one or more of the following screening observations:

## Accuracy

- Exercise 3 & 4 reading accuracy should now be very high e.g. 80%-100%.
- Exercise 5 reading accuracy will increase as phonic learning occurs.

## Reading Strategies

- Within this semester automatic full word reading should emerge. Students will still be observed decoding an occasional word, but whole word reading should begin to be the dominant reading strategy.

## Other Relevant Observation

- The speed of reading should improve from previous samples collected.

A reading sample from a student in Semester 1 Year 1:

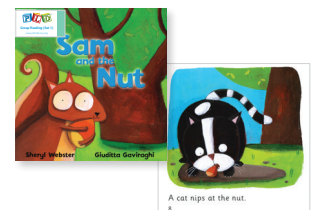
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	20/20 = 100%	<input type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		
Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
track	twin	flag	plan	clip	10/10 = 100%	<input type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
left	cold	hand	bump	rent		
Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
short	tray	fall	match	shell	10/10 = 100%	<input checked="" type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
thing	sister	point	smart	toy		

**Option 1:** Use the results to assign appropriate decodable reading material that correlates with exercises within the early reading screen for home & in-class reading.

<b>Exercise 1: VC Words</b> (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	
<b>Exercise 2: Stage 1 Target 1</b> (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	= ___%		
<b>Exercise 3: Stage 1 Target 2</b> (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			
<b>Exercise 4: Stage 1 Target 3</b> (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	= ___%		
<b>Exercise 5: Stage 1 Target 4</b> (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	= ___%		
<b>Exercise 6: Stage 2 Phonic Concepts</b> (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		= ___%

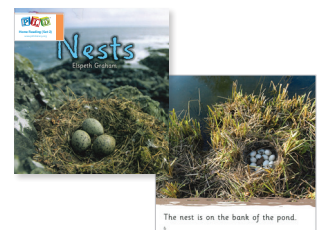
### VC (Exercise 1) & CVC (Exercise 2)

- **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)



### Also Stage 2 (Exercise 6):

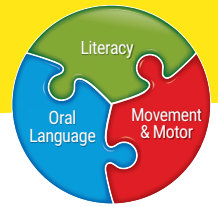
- **Year 1 Reading Books (Semester 1):** HRset3, SRmulti3, NFMulti3 (page 13 - 14)
- **Year 1 Reading Books (Semester 2):** HRset4, SRmulti4, NFMulti4 (page 15 - 16)
- **Year 2 Catch-Up Reading Books:** L1mail, SVset (page 17)
- **Year 3-6 Catch-Up Reading Books:** MDog3, Totem1, Alba1 (page 21) Rescuel1, Island1 (page 22)





# In Year 1 Semester 2

## (Option for Repeating Reading)



Within Semester 2 in Year 1, students typically display one or more of the following screening observations:

### Accuracy

- Exercise 4, 5 & 6 reading accuracy should be very high e.g. 90%-100%.
- Optional: Presentation of Exercise 7: Stage 3 Words.

### Reading Strategies

- Automatic full word reading should be the observed dominant reading strategy.
- Occasional decoding may still occur.

### Other Relevant Observation:

- Rapid, efficient reading should be observed across each of the exercises.

A reading sample from a student in Semester 2 Year 1:

Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)	Accuracy	Reading Strategies Observed																		
<table border="0"> <tr> <td>track</td><td>twin</td><td>flag</td><td>plan</td><td>clip</td> </tr> <tr> <td>left</td><td>cold</td><td>hand</td><td>bump</td><td>rent</td> </tr> </table>	track	twin	flag	plan	clip	left	cold	hand	bump	rent	$\frac{10}{10} = 100\%$	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other								
track	twin	flag	plan	clip																
left	cold	hand	bump	rent																
Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 2)	Accuracy	Reading Strategies Observed																		
<table border="0"> <tr> <td>short</td><td>tray</td><td>fall</td><td>march</td><td>snail</td> </tr> <tr> <td>thing</td><td>sister</td><td>point</td><td>smart</td><td>toy</td> </tr> </table>	short	tray	fall	march	snail	thing	sister	point	smart	toy	$\frac{10}{10} = 100\%$	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other								
short	tray	fall	march	snail																
thing	sister	point	smart	toy																
Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 3)	Accuracy	Reading Strategies Observed																		
<table border="0"> <tr> <td>splash</td><td>drench</td><td>season</td><td>spring</td><td>squirm</td><td>knee</td> </tr> <tr> <td>return</td><td>coached</td><td>sky</td><td>mouth</td><td>shallow</td><td>trade</td> </tr> <tr> <td>swerve</td><td>yawn</td><td>drew</td><td>creepy</td><td>crown</td><td>broke</td> </tr> </table>	splash	drench	season	spring	squirm	knee	return	coached	sky	mouth	shallow	trade	swerve	yawn	drew	creepy	crown	broke	$\frac{18}{20} = 90\%$	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
splash	drench	season	spring	squirm	knee															
return	coached	sky	mouth	shallow	trade															
swerve	yawn	drew	creepy	crown	broke															

### Screening Phonic-Based Reading in Year 2

For age-appropriate students (if reading fluently), Year 1 concludes the decodable reading books. Students progress onto a generalised reading series or mini-chapter books with illustrations.

For students in Year 2 still operating in Stage 1, continue to present the Early Reading Screen (and calculate the words correct per minute) each term throughout Year 2.

## Option 2: Introduce repeated reading of phonic-based decodable reading material.

It is recommended to introduce repeated timed reading (at the identified levels). This process should be motivating, as students should see the daily improvement in their scores and reading, while providing repeated exposure to focus on phonic patterns

- 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.

Task 1: Repeated Reading Practice

The student reads the passage while being timed. The adult provides direct feedback during the reading.

Option 1: Timed Repeated Reading

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Reading	seconds	seconds	seconds

Option 2: Words Read Correctly Per Minute

Words Read	Correct	Words	Minutes

**A Day at the Beach**

The three of us went to the beach in a jeep for a week's holiday. We took beef, beans, peas and icecream for each of us to eat. At the beach the heat from the sun was strong. We screamed with joy all the way to the sea. We swam in the deep sea and we also swam at the reef. But the reef was filled with seaweed so we spent most of our time on the beach.

Word Count: 7, 14, 23, 35, 46, 58, 69, 78

Task 1: Repeated Reading Practice

The student reads the passage while being timed. The adult provides direct feedback during the reading.

Option 1: Timed Repeated Reading

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Reading	seconds	seconds	seconds

Option 2: Words Read Correctly Per Minute

Words Read	Correct	Words	Minutes

**Iris**

Iris was a kind child. She did not lie and she did not mind hard work. On wild and rainy days she helped her mum bake lemon rind pie. It was Iris who had to grind the rind for the pie. She would wind and wind the handle to grind the rind. On mild sunny days you could find Iris behind the shed in the hollow playing blind man's bluff with her pals.

Word Count: 9, 17, 24, 35, 45, 55, 65, 73



Phonic Dictation Stage 2 - Code: Md2

Task 1: Repeated Reading Practice

The student reads the passage while being timed. The adult provides direct feedback during the reading.

Option 1: Timed Repeated Reading

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Reading	seconds	seconds	seconds

Option 2: Words Read Correctly Per Minute

Words Read	Correct	Words	Minutes

**A Drawing Test**

What can you draw? Can you draw a fawn or the paw of a small puppy? Can you draw freshly mowed lawn? Can you draw a tall glass with a straw in it, a baby crawling or an elderly man yawning? Can you draw a prawn in the beak of a hawk or a fawn feeding at dawn? Will you try to draw some things on this list even if they are hard to draw?

Word Count: 8, 16, 23, 35, 43, 55, 64, 75

# Year 1 & 2 Early Reading Screen: Tracking the emergence of early decoding and word reading

Name of Student				School Year	
Date		Administered by		Date	
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
in	on	at	it	is	___/5 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
fan	vet	yes	sum	got	___/10  = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
sad	job	hug	big	nut		

Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	___/20  = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		

Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
track	twin	flag	plan	clip	___/10  = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
left	cold	hand	bump	rent		

Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
short	tray	fall	march	snail	___/10  = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
thing	sister	point	smart	toy		

Exercise 6: Stage 2 Phonic Concepts (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 Phonic Concepts (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?
- ii.) Is phonic knowledge limiting decoding/reading performance?
- iii.) Is the student experiencing difficulties blending while decoding?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Notes**

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



## Early Reading Screen - Stimulus Sheet 1

“Read the following words. They will gradually become more difficult. I will tell you when to stop.” (Use card to cover the words in next line/s.)

### Exercise 1: VC Words

in          on          at          it          is

### Exercise 2: Stage 1 Target 1

fan          vet          yes          sum          got

sad          job          hug          big          nut

### Exercise 3: Stage 1 Target 2

shut          chip          them          shot          such

this          keep          room          book          week

food          thick          suck          teeth          cook

rock          quick          look          whip          quiz

## Early Reading Screen - Stimulus Sheet 2

### Exercise 4: Stage 1 Target 3

track twin flag plan clip

left cold hand bump rent

### Exercise 5: Stage 1 Target 4

short tray fall march snail

thing sister point smart toy

## Early Reading Screen - Stimulus Sheet 3

### Exercise 6: Stage 2 Phonic Concepts

splash      drench      season      sprung      squirm

knee      lie      return      coached      sky

mouth      shallow      trade      true      swerve

yawn      drew      creepy      crown      broke

### Exercise 7: Stage 3 Phonic Concepts

embrace      twinkle      climb      plunge

explore      stretch      function      repair

appear      behind      visitor      mighty

feather      towards      anywhere      donkey

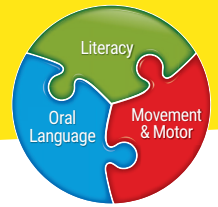
smudge      aboard      quaint      telephone



# Which Students Still Require Decodable Reading Material?

Task 1: The Early Reading Screen

Task 2: Words Read Correctly Per Minute (WCPM)



Beyond Year 1, those students who lack fluency will still require decodable reading material. Fluency is important because of its strong correlation with reading comprehension. Students who lack fluency will experience reduced comprehension. Fluency comprises of accuracy, reading rate, expression (or prosody) and automaticity and can be monitored by calculating WCPM.

Name of Student		Year	
Administered By		Date of Sample	

## Preparation

Select an unfamiliar passage that is appropriate for the student's reading level. Make two copies. One copy is for the student to read from and the other is to be inserted into the space below.

## Instructions

1. Present a new and unseen passage to the student to read for one minute (set a timer for 60 seconds).
2. Encourage the student to do their best reading, not their fastest reading.
3. Use a clipboard so the student cannot see you write.
4. Place a mark above each word they read incorrectly.
5. If they stop on a word, give them three seconds before providing the word and mark it as an error.
6. Set a timer for 60 seconds. Stop when the alarm sounds.

Insert copy of a passage here:

## Calculation:

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

## Outcome:

- The student's WCPM is not age appropriate (hence decodable reading books are required).
- The student's WCPM is appropriate and student read with expression and smoothness (and hence does not require decodable reading books).

## Average Rates of Reading (Konza, 2012)

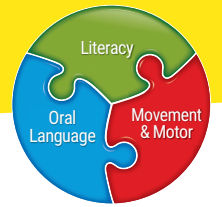
- By the end of Year 1: 60 words correct per minute.
- By the end Year 2: 90-100 words correct per minute. and
- In Years 3–6: 100–120 words correct per minute.
- Skilled adult readers: approximately 180 words correct per minute.

Reference: [https://www.ecu.edu.au/\\_data/assets/pdf\\_file/0005/663701/SA-DECS-Fluency-doc.pdf](https://www.ecu.edu.au/_data/assets/pdf_file/0005/663701/SA-DECS-Fluency-doc.pdf)

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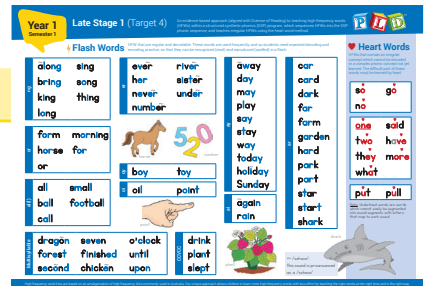
# Screening the Reading & Spelling of Irregular High Frequency Words (Optional)



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 5.

## Year 1 Semester 1

so go no one  
 what two said more  
 have they put pull

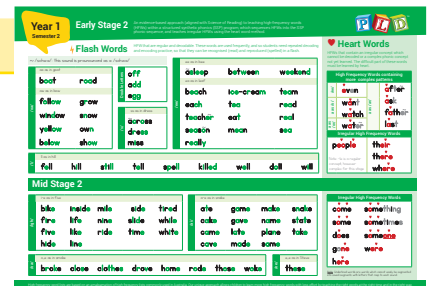


Charts can be downloaded at <https://pld-literacy.org/phonics-sequence/>

Reading Score	/12	Observations:
Spelling Score	/12	

## Year 1 Semester 2

even want watch  
 water after ask  
 father last people their  
 there where come some  
 does gone here something  
 sometimes someone were



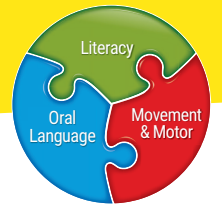
Charts can be downloaded at <https://pld-literacy.org/phonics-sequence/>

Reading Score	/21	Observations:
Spelling Score	/21	

If students are operating at lower PLD Stages, refer to the [Foundation Screening & Tracking Manual](#) for the HFW check.



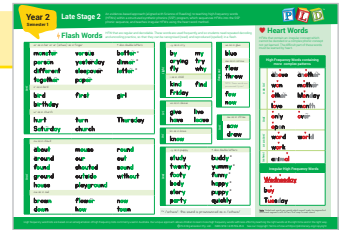
# Screening the Reading & Spelling of Irregular High Frequency Words (Optional)



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 5.

## Year 2 Semester 1

above another won  
 mother other Monday  
 love Wednesday only over  
 open word world work  
 animal month buy Tuesday



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

Reading Score /18  
 Spelling Score /18

Observations:

## Year 2 Semester 2

aunty laughed earth  
 heard learn city  
 excited princess because caught  
 dinosaur ghost often hour guys  
 autumn answer castle write



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

Reading Score /19  
 Spelling Score /19

Observations:

If students are operating at lower PLD Stages, refer to the previous page or the [Foundation Screening & Tracking Manual](#) for the HFW check.

Stage 1 Spelling Placement Screen Template for Year 1 Term 1, 2 & 3.

Name:

Term:

**Stage 1, Target 1: CVC Words**

1	2	3
4	5	<p><b>Notes</b></p> <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	<p><b>Notes</b></p> <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.

# Stage 1, 2 & 3 Spelling Placement Screen Template

Name: \_\_\_\_\_

Term: \_\_\_\_\_

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	Note the phonic concepts requiring further instruction	Note the phonic concepts requiring further instruction
Target 4 Score ___/9= ___%	18	<input type="checkbox"/> .....	<input type="checkbox"/> .....
	19	<input type="checkbox"/> .....	<input type="checkbox"/> .....
	20	<input type="checkbox"/> .....	<input type="checkbox"/> .....
	21	<input type="checkbox"/> .....	<input type="checkbox"/> .....
	22	<input type="checkbox"/> .....	<input type="checkbox"/> .....
	23	<input type="checkbox"/> .....	<input type="checkbox"/> .....
	24	<input type="checkbox"/> .....	<input type="checkbox"/> .....
	25	Additional observations	Additional observations
	26		
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score ___/26= ___%	Stage 2 Score ___/16= ___%	Stage 3 Score ___/16= ___%

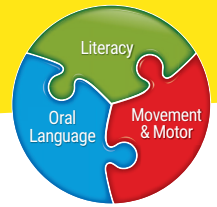
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# Screens for Students Experiencing Difficulty

(or Slow to Progress Through Stage 1 - Target 1, 2 & 3)

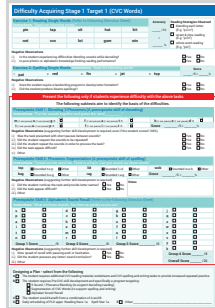


These screens have been designed for students who are slow to progress through Stage 1. The results from the screens help to formulate a plan of action to work with the specific difficulties. The screens aim to highlight what additional skills may require targeting and should inform the efforts of parents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

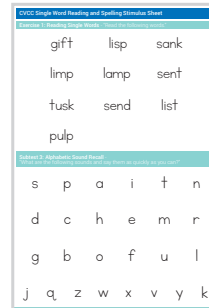
## Materials Required:



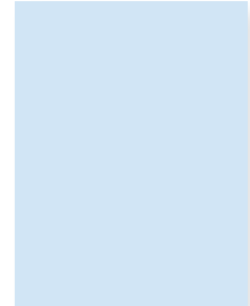
Coloured Pen



Student Record Forms



Stimulus Sheets



Coloured Piece of Card

## Preparation

Duplicate the Student Record Forms located 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 one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

## 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 instructions 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 say the word \_\_\_\_\_."
- This should take one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

## Instructions for Subtest 2: Segmentation

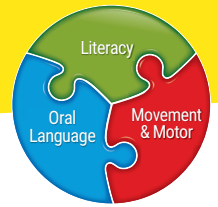
- Use the coloured card to reveal one line of text at a time.
- Say: "Sound out the word fan. There is a f/a/n. Can you sound out these words?"
- This should take one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

## 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 one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.



# Students Entering Year 1 & 2 Scoring 0% to 20% on the Stage 1 Target 1 (CVC) Screens



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

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

**Step 1: Identification of the pre-literacy skills that require targeted teaching** using the first Assessment for Students Experiencing Difficulty With Stage 1. This screen is located within the [Year 1 & 2 Screening & Tracking Manual](#). The short subtests aim to identify which pre-literacy skills require skill development so that progress through Stage 1 can occur.

### Phonemic awareness

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

**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) o =   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 \_\_\_\_\_

### Alphabet sounds

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

**Prerequisite Skill 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  f  o  z   
 i  e  u  w   
 t  m  u  x   
 n  r  l  v   
 Group 1 Score \_\_\_\_\_ /6 Group 2 Score \_\_\_\_\_ /6 Group 3 Score \_\_\_\_\_ /6 y   
 k   
 Group 4 Score \_\_\_\_\_ /8  
 Overall Score \_\_\_\_\_ /26

Plot the results of the assessments in the tracking sheet.

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

### PRE-LITERACY PROGRAMS

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

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

Stage 1 Synthetic Phonics Flipbook - Code: SP1

Learning to Blend Onset and Rime - Code: L2B1

### PLD PHONIC APPS

Reading Race 1a

Spell Star 1a

Two Player 1a

### CVC LITERACY PROGRAMS

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

Stage 1 Decoding and Spelling Games - Code: Bsw1

Alphabet Letter Sounds - Code: Bal

First Name	Low entry students preparing for CVC			Week 1 in Term 1: Class Profile				Stage 2
	Alphabet sounds	Blending 3 Phonemes	Segmentation	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC	Target 4 ar, or, er, ay, all, oi	
Learning Focus: Prettest / phonic individual sounds								
	726	5 = %	/5 = %	20%	0%			
				40%	0%			
				40%	0%			
	726	%	%	0%	0%			
	726	%	%	0%	15%			
	726	%	%	20%	0%			
Learning Focus: CVC & Target 2 sounds (sh, ch, th)				60%	0%	0%		
				40%	15%	0%		
				20%	15%	0%	10%	
				60%	15%	0%	0%	
				80%	15%	0%		
				80%	15%	0%		
				100%	15%	0%		
				80%	15%	40%	0%	

### Professional Learning to Support Students with Low Literacy Skills

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

Revised for 2022

Year 1 & 2 Year 3, 4, 5 & 6

Online Course

Teaching Students Unable to Read, Spell and Write

Developing the skills for success

# Difficulty Acquiring Stage 1 Target 1 (CVC Words)

Present tests in the red box to students who score 0% - 20% in CVC spelling and reading tasks.

Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)					Accuracy _____/10 = _____%	Reading Strategies Observed <input type="checkbox"/> blending each letter (E.g. "p/i/n") <input type="checkbox"/> onset & rime reading (E.g. "p/in") <input type="checkbox"/> whole word reading (E.g. "pin")
Instructions: "Read the following words."						
pin	tap	sit	hat	kit		
net	run	lot	gum	win		

### 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."					Score _____/5 = ____%
1. pat	2. red	3. fin	4. jet	5. top	

### 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 = <input type="checkbox"/>	<input checked="" type="checkbox"/>	f (1 sec pause) a (1 sec pause) t = <input type="checkbox"/>	<input checked="" type="checkbox"/>	b (1 sec pause) e (1 sec pause) d = <input type="checkbox"/>	<input checked="" type="checkbox"/>
t (1 sec pause) a (1 sec pause) p = <input type="checkbox"/>	<input checked="" type="checkbox"/>	f (1 sec pause) i (1 sec pause) t = <input type="checkbox"/>	<input checked="" type="checkbox"/>	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 <input type="checkbox"/> Sounded t-o-p <input type="checkbox"/> Other	lid <input type="checkbox"/> Sounded l-i-d <input type="checkbox"/> Other	web <input type="checkbox"/> Sounded w-e-b <input type="checkbox"/> Other			
bug <input type="checkbox"/> Sounded b-u-g <input type="checkbox"/> Other	rag <input type="checkbox"/> Sounded r-a-g <input type="checkbox"/> 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: Alphabet Sound Recall (Refer to the following Stimulus Sheet)							
Instructions: "What are these sounds? Say them as quickly as you can."							
s <input type="checkbox"/>	<input type="checkbox"/>	d <input type="checkbox"/>	<input type="checkbox"/>	g <input type="checkbox"/>	<input type="checkbox"/>	j <input type="checkbox"/>	<input type="checkbox"/>
p <input type="checkbox"/>	<input type="checkbox"/>	c <input type="checkbox"/>	<input type="checkbox"/>	b <input type="checkbox"/>	<input type="checkbox"/>	q <input type="checkbox"/>	<input type="checkbox"/>
a <input type="checkbox"/>	<input type="checkbox"/>	h <input type="checkbox"/>	<input type="checkbox"/>	o <input type="checkbox"/>	<input type="checkbox"/>	z <input type="checkbox"/>	<input type="checkbox"/>
i <input type="checkbox"/>	<input type="checkbox"/>	e <input type="checkbox"/>	<input type="checkbox"/>	f <input type="checkbox"/>	<input type="checkbox"/>	w <input type="checkbox"/>	<input type="checkbox"/>
t <input type="checkbox"/>	<input type="checkbox"/>	m <input type="checkbox"/>	<input type="checkbox"/>	u <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
n <input type="checkbox"/>	<input type="checkbox"/>	r <input type="checkbox"/>	<input type="checkbox"/>	l <input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Group 1 Score _____ /6	Group 2 Score _____ /6	Group 3 Score _____ /6	y <input type="checkbox"/>	<input type="checkbox"/>			
						k <input type="checkbox"/>	<input type="checkbox"/>
						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: \_\_\_\_\_



## 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

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

Present tests in the red box to students who are slow to move through Target 2 after a term of explicit instruction.

## 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 phonics 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
6. fish	7. book	8. jeep	9. this	10. 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.

## Prerequisite Skill 1: 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

## Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling) Instructions: "Sound out the word \_\_\_\_\_."

top <input type="checkbox"/> Sounded t-o-p <input type="checkbox"/> Other:	lid <input type="checkbox"/> Sounded l-i-d <input type="checkbox"/> Other:	web <input type="checkbox"/> Sounded w-e-b <input type="checkbox"/> Other:
bug <input type="checkbox"/> Sounded b-u-g <input type="checkbox"/> Other:	rag <input type="checkbox"/> Sounded r-a-g <input type="checkbox"/> 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

## Prerequisite Skill 3: Alphabet Sound Recall (Refer to following Stimulus Sheet)

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

s <input type="checkbox"/>	d <input type="checkbox"/>	g <input type="checkbox"/>	j <input type="checkbox"/>
p <input type="checkbox"/>	c <input type="checkbox"/>	b <input type="checkbox"/>	q <input type="checkbox"/>
a <input type="checkbox"/>	h <input type="checkbox"/>	o <input type="checkbox"/>	z <input type="checkbox"/>
i <input type="checkbox"/>	e <input type="checkbox"/>	f <input type="checkbox"/>	w <input type="checkbox"/>
t <input type="checkbox"/>	m <input type="checkbox"/>	u <input type="checkbox"/>	x <input type="checkbox"/>
n <input type="checkbox"/>	r <input type="checkbox"/>	l <input type="checkbox"/>	v <input type="checkbox"/>
Group 1 Score ____/6	Group 2 Score ____/6	Group 3 Score ____/6	y <input type="checkbox"/>
Negative Observations (suggesting further skill development is required)			k <input type="checkbox"/>
i.) Slow speed of recall with pausing and/ or hesitation. <input type="checkbox"/> Yes <input type="checkbox"/> No			Group 4 Score ____/8
ii.) Did the student possess any letter/ sound confusion? <input type="checkbox"/> Yes <input type="checkbox"/> No			Overall Score ____/26
iii.) Other:			

## Prerequisite Skill 3a: Digraph Recall (Refer to following Stimulus Sheet) Instructions: "What is this sound \_\_\_\_\_."

sh <input type="checkbox"/>	ch <input type="checkbox"/>	oo <input type="checkbox"/>	ee <input type="checkbox"/>	ck <input type="checkbox"/>	th <input type="checkbox"/>
Negative Observations (suggesting further skill development is required):					Score ____/6
i.) What is the student's speed of recall? <input type="checkbox"/> Recall in the presence of pausing and hesitation					

### 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: \_\_\_\_\_



## 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

# Difficulty Acquiring Stage 1 Target 3 (CCVC Words)

Present tests in the red box to students who are slow to move through Target 3 after a term of explicit instruction.

**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.

**Prerequisite Skill 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

**Prerequisite Skill 2: Phonemic Segmentation (a prerequisite skill of spelling)** Instructions: "Sound out the word \_\_\_\_\_."

swum <input type="checkbox"/> Sounded s-w-u-m <input type="checkbox"/> Other:	flag <input type="checkbox"/> Sounded f-l-a-g <input type="checkbox"/> Other:	skip <input type="checkbox"/> Sounded s-k-i-p <input type="checkbox"/> Other:
stop <input type="checkbox"/> Sounded s-t-o-p <input type="checkbox"/> Other:	slid <input type="checkbox"/> Sounded s-l-i-d <input type="checkbox"/> 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

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

s <input type="checkbox"/>	d <input type="checkbox"/>	g <input type="checkbox"/>	j <input type="checkbox"/>
p <input type="checkbox"/>	c <input type="checkbox"/>	b <input type="checkbox"/>	q <input type="checkbox"/>
a <input type="checkbox"/>	h <input type="checkbox"/>	o <input type="checkbox"/>	z <input type="checkbox"/>
i <input type="checkbox"/>	e <input type="checkbox"/>	f <input type="checkbox"/>	w <input type="checkbox"/>
t <input type="checkbox"/>	m <input type="checkbox"/>	u <input type="checkbox"/>	x <input type="checkbox"/>
n <input type="checkbox"/>	r <input type="checkbox"/>	l <input type="checkbox"/>	v <input type="checkbox"/>
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: \_\_\_\_\_



## 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



# Difficulty Acquiring Stage 1 Target 3 (CVCC Words)

Present tests in the red box to students who are slow to move through Target 3 after a term of explicit instruction.

Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)					Accuracy _____/10 = _____%	Reading Strategies Observed <input type="checkbox"/> blending each letter (E.g. "g/i/f/t") <input type="checkbox"/> onset & rime reading (E.g. "gi/ft") <input type="checkbox"/> whole word reading (E.g. "gift")
gift	lisp	sank	limp	lamp		
sent	tusk	send	list	pulp		

**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."						Score: /10 = ____%
1. gold	2. cost	3. nest	4. help	5. bent		
6. melt	7. silk	8. sent	9. tent	10. gulp		

**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.

Prerequisite Skill 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**

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)					
Instructions: "Sound out the word _____."					
lamp	<input type="checkbox"/> Sounded l-a-m-p <input type="checkbox"/> Other:	wasp	<input type="checkbox"/> Sounded w-a-s-p <input type="checkbox"/> Other:	belt	<input type="checkbox"/> Sounded b-e-l-t <input type="checkbox"/> Other:
send	<input type="checkbox"/> Sounded s-e-n-d <input type="checkbox"/> Other:	sank	<input type="checkbox"/> Sounded s-a-n-k <input type="checkbox"/> 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

Prerequisite Skill 3: Alphabet Sound Recall (Refer to following Stimulus Sheet)											
Instructions: "What are these sounds? Say them as quickly as you can."											
s	<input type="checkbox"/>	<input type="checkbox"/>	d	<input type="checkbox"/>	<input type="checkbox"/>	g	<input type="checkbox"/>	<input type="checkbox"/>	j	<input type="checkbox"/>	<input type="checkbox"/>
p	<input type="checkbox"/>	<input type="checkbox"/>	c	<input type="checkbox"/>	<input type="checkbox"/>	b	<input type="checkbox"/>	<input type="checkbox"/>	q	<input type="checkbox"/>	<input type="checkbox"/>
a	<input type="checkbox"/>	<input type="checkbox"/>	h	<input type="checkbox"/>	<input type="checkbox"/>	o	<input type="checkbox"/>	<input type="checkbox"/>	z	<input type="checkbox"/>	<input type="checkbox"/>
i	<input type="checkbox"/>	<input type="checkbox"/>	e	<input type="checkbox"/>	<input type="checkbox"/>	f	<input type="checkbox"/>	<input type="checkbox"/>	w	<input type="checkbox"/>	<input type="checkbox"/>
t	<input type="checkbox"/>	<input type="checkbox"/>	m	<input type="checkbox"/>	<input type="checkbox"/>	u	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
n	<input type="checkbox"/>	<input type="checkbox"/>	r	<input type="checkbox"/>	<input type="checkbox"/>	l	<input type="checkbox"/>	<input type="checkbox"/>	v	<input type="checkbox"/>	<input type="checkbox"/>
Group 1 Score ____/6			Group 2 Score ____/6			Group 3 Score ____/6			y	<input type="checkbox"/>	<input type="checkbox"/>
									k	<input type="checkbox"/>	<input type="checkbox"/>
									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)
- C  The student would benefit from a combination of A and B.
- D  Daily scheduling of PLD apps. E  Other: \_\_\_\_\_



## 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

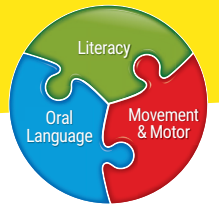
w

x

v

y

k



# 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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