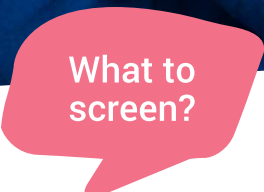


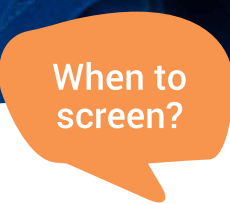
Screening & Tracking Manual

A yellow speech bubble with a dotted border pointing towards the boy's head.

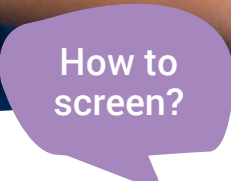
Year 1 & 2

A pink speech bubble with a white outline.


What to screen?

An orange speech bubble with a white outline.

When to screen?

A purple speech bubble with a white outline.

How to screen?

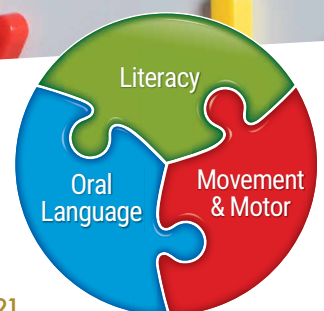
A teal speech bubble with a white outline.

How to report on data?

2022 Version



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



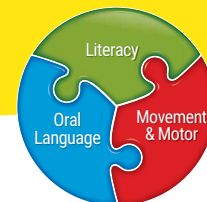
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What is Included in This Year 1 & 2 Screening & Tracking Manual?

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?

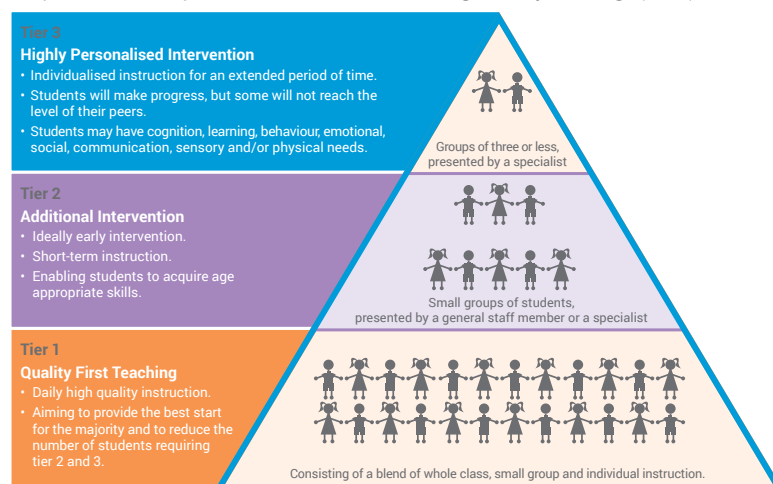
Tracking student development is central to the PLD process. Regular structured tracking from the Early Years to Year 6 is facilitated efficiently through the use of [PLD's Tracking Sheets](#). These are available for download on our website and an instructional video is located [here](#). The school 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>

Structured Synthetic Phonic Teaching

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



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

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 1	Test Word	Test Word in a Sentence	Stage 2	Test Words	Test Word in a Sentence		
Target 1 CVC	rod	Get your fishing rod.	CCC	sprint	It was a fast sprint.		
	run	Run as fast as you can.	CCC	drench	The rain will drench you.		
	lip	She bit her lip.	i-e	scuff	You will scuff your shoes.		
	had	Yesterday I had my birthday.	i-e	brave	He was very brave.		
Target 2	yes	Yes, you can play with me.	i-e	drive	Can you drive a car?		
	shut	Please shut the door.	ir	thirty	My mum is thirty years old.		
	chin	The baby had food in his chin.	ow	throw	Throw the ball.		
	th	That is my pencil.	oa	throat	I have a sore throat.		
Target 3 CVC & CVC	ck	You can pick what game to play.	ew	blew	He blew his nose.		
	weed	Mum pulled the weed from the garden.	ou	amount	It is a large amount.		
	moon	At night the moon is in the sky.	ou	pram	I love going to the pram.		
	quiz	We had a quiz at school.	ea	dream	I had a bad dream.		
Target 4	snip	Snip the paper with the scissors.	ue	glue	Stick it on with glue.		
	trip	We took a trip to the beach.	ur	burst	The balloon will burst.		
	send	Can you send me a letter?	y	handy	A piece of string is very handy.		
	lump	There was a lump of ice in my juice.	kn	knew	I knew the answer.		
Target 5 CVC & CVC	gold	The chain was made from gold.	Stage 3 Test Words	Test Word in a Sentence	dge	smudge	Don't smudge your work.
	clay	I made a bowl from clay.			igh	mighty	It is a mighty river.
	bring	Bring your lunch to school.			tch	switch	Can I switch with you?
	sport	Football is my favourite sport.			ph	pamphlet	They delivered a pamphlet.
	start	The race will soon start.			ea	pleasant	It was a pleasant smell.
	small	My sister is small.			bt	doubt	I doubt you are correct.
	chain	The chain fell off my bike.			le	kettle	Boil the kettle.
	under	The dog hid under the table.			cy	turkey	We had turkey for dinner.
	part	Print to cards in the tree.			ce	necklace	Mum has a new necklace.
	joy	To be happy is to be full of joy.			are	compare	Don't compare yourself to others.
					ore	explore	He liked to explore the bush.
					te	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.			
		re	require	You will require a ticket.			
		ion	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).

Stage 1 Target 1 & 2	1%	2%	3%	4%	5%
Stage 1	1/7	2/7	3/7	4/7	5/7
Target 2	1/4	2/4	3/4	4/4	5/4
Stage 2	1/9	2/9	3/9	4/9	5/9
Target 3	1/11	2/11	3/11	4/11	5/11
Stage 3	1/16	2/16	3/16	4/16	5/16
Target 4	1/20	2/20	3/20	4/20	5/20

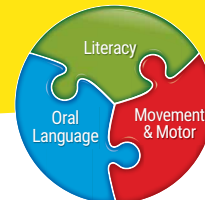
The **Year 1 & 2 Early Reading Screen** is a phonic-based single word reading assessment. It presents words that gradually increase in length and phonic complexity. The progression reflects PLD's Structured Synthetic Phonics approach. The assessment takes less than five minutes to present and can be used to determine the level of the decodable readers and to track progress.

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.

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



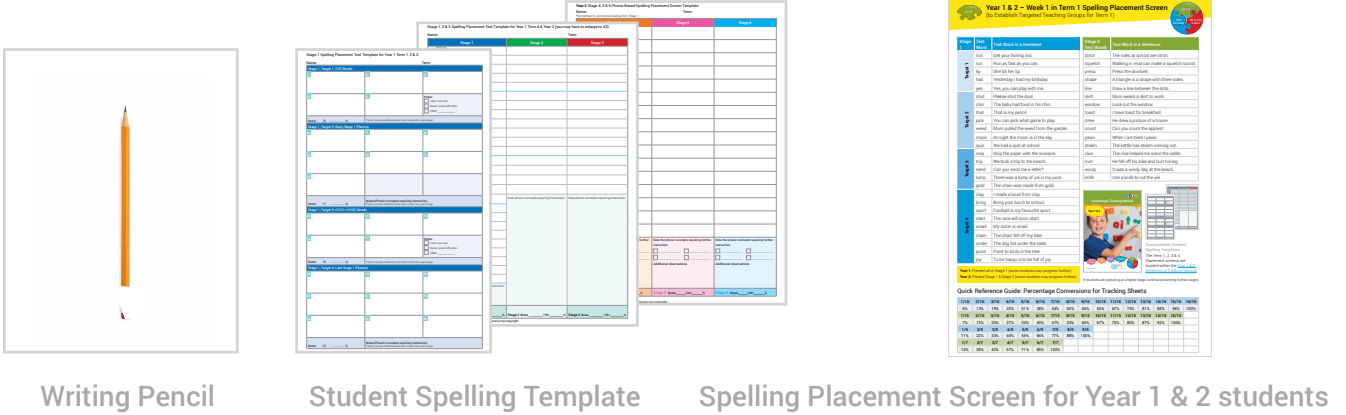
	Term 1	Term 2	Term 3	Term 4
By the end of Week 1	<p>Spelling Placement Screen Present the Week 1 in Term 1 spelling placement screen</p> <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 1. 		<p>Standardised Assessments 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 recommendations.</p> <p>Enter the results into the PLD tracking sheets.</p>	
By the end of Week 2	<p>Early Reading Screen Present the screen to all Year 1 & 2 students.</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books. 	<p>Early Reading Screen Present the screen to all Year 1 & some Year 2 students.</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books for Year 1 and some Year 2 students. 	<p>Early Reading Screen Present the screen to all Year 1 & some Year 2 students.</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books for Year 1 & some Year 2 students. 	<p>Early Reading Screen Present the screen to all Year 1 & some Year 2 students.</p> <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Use the results to allocate appropriate decodable reading books for Year 1 & some Year 2 students.
Weeks 1-9	<p>Explicit Teaching Phase Refer to the PLD Year 1 & 2 Teaching Sequence Manual.</p>			
By the end of Week 10	<p>Spelling Placement Screen Present the end of Term 1 screen</p> <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 2. 	<p>Spelling Placement Screen Present the end of Term 2 screen</p> <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 3. 	<p>Spelling Placement Screen Present the end of Term 3 screen</p> <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. <p>Reporting</p> <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 4. 	<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 Difficulty Acquiring Stage 1 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 Difficulty Acquiring Stage 1 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 Difficulty Acquiring Stage 1 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>

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	
Target 1	rod	Get your fishing rod.	
	run	Run as fast as you can.	
	lip	She bit her lip.	
	had	Yesterday I had my birthday.	
	yes	Yes, you can play with me.	
	shut	Please shut the door.	
	chin	The baby had food in his chin.	
	that	That is my pencil.	
	pick	You can pick what game to play.	
	weed	Mum pulled the weed from the garden.	
Target 2	moon	At night the moon is in the sky.	
	quiz	We had a quiz at school.	
	snip	Snip the paper with the scissors.	
	trip	We took a trip to the beach.	
	send	Can you send me a letter?	
	lump	There was a lump of ice in my juice.	
	gold	The chain was made from gold.	
	clay	I made a bowl from clay.	
	bring	Bring your lunch to school.	
	sport	Football is my favourite sport.	
Target 3	start	The race will soon start.	
	small	My sister is small.	
	chain	The chain fell off my bike.	
	under	The dog hid under the table.	
	point	Point to birds in the tree.	
	joy	To be happy is to be full of joy.	
	Target 4	strict	The rules at school are strict.
		squelch	Walking in mud can make a squelch sound.
		press	Press the doorbell.
		shape	A triangle is a shape with three sides.
line		Draw a line between the dots.	
skirt		Mum wears a skirt to work.	
window		Look out the window.	
toast		I have toast for breakfast.	
drew		He drew a picture of a house.	
count		Can you count the apples?	
Target 5	yawn	When I am tired I yawn.	
	steam	The kettle has steam coming out.	
	clue	The clue helped me solve the riddle.	
	hurt	He fell off his bike and hurt his leg.	
	windy	It was a windy day at the beach.	
	knife	Use a knife to cut the pie.	

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

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

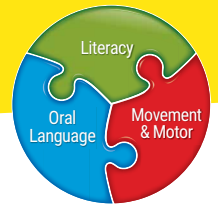
Quick Reference Guide: Percentage Conversions for Tracking Sheets

1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16
6%	12%	19%	25%	31%	38%	44%	50%	56%	62%	67%	75%	81%	88%	94%	100%
1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	9/15	10/15	11/15	12/15	13/15	14/15	15/15	
7%	13%	20%	27%	33%	40%	47%	53%	60%	67%	73%	80%	87%	93%	100%	
1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9							
11%	22%	33%	44%	55%	66%	77%	88%	100%							
1/7	2/7	3/7	4/7	5/7	6/7	7/7									
14%	28%	42%	57%	71%	85%	100%									

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



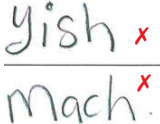

Year 2: Present Stage 1 & Stage 2 (some students may progress further).

	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			
Notes	Note the phonic concepts requiring further instruction	Note the phonic concepts requiring further instruction	
Additional observations			
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, th	ccvc	ar, or, er		
100	56	40	0	0		
100%	14	0	0	0		
Aubrey	80%	42	40	0		
Isaac	80%	56	0	0		
Luca	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

	Target 1	Target 2	Target 3	Target 4	Stage 2
	cvc	sh, ch, th, ccvc	ar, or, er		
Maxwell	80%	42%	0%	0%	
Scarlett	100%	57%	40%	11%	
Georgia	100%	42%	100%	22%	
Andrea	80%	42%	40%	0%	
Target 2 and Target 3					
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:

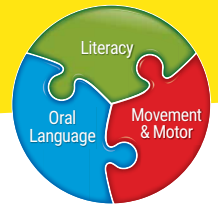
- Stage 1 Target 1 & 2 combined.

Group 2:

- Stage 1 Target 2 & 4 combined.

Group 3:

- Stage 1 Target 4 & Stage 2 combined.



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.

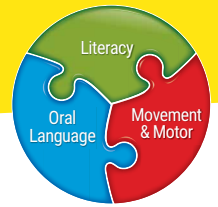
Reminders for Literacy Coordinators and Teachers	
Prior to the beginning of Term 1	Before the end of Terms 2, 3 & 4
<p>Literacy Coordinator: Download the new version of PLD's Tracking Sheets from the website and set up the cloud-based document with the names of specific classes. Share the link with all classroom teachers.</p> <p>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.</p>	<p>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.</p> <p>Teachers: Populate your tracking sheet with your student's results, group students and identify learning focus for each group.</p>
During Midterm Professional Development Day/s	
<p>The school-wide tracking document should be reviewed regularly to monitor student development, identify any students requiring intervention and to assess PLD implementation.</p> <p style="text-align: center;">If you need help with using PLD's Tracking Sheets or grouping your students please contact our office.</p>	

What and when to teach?	What, when and how to screen?	How to create a class profile and three targeted teaching groups?
<p>Teaching Sequence Manual Year 1 & 2</p>	<p>Stage 1 Stage 2</p> <p>Target 1 Target 2 Target 3 Target 4 Stage 2</p> <p>Names Notes CVC sh, ch, CCVC ar, or,</p>	<p>Year 1 & 2 Tracking Sheets</p> <p>PLD Tracking Sheets</p> <p>Using the PLD Tracking Sheets & the 3 functions required</p>

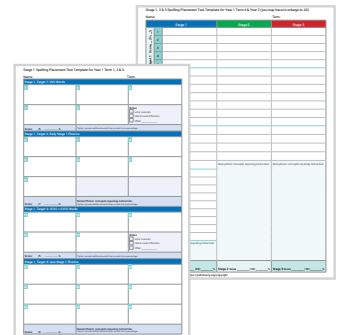
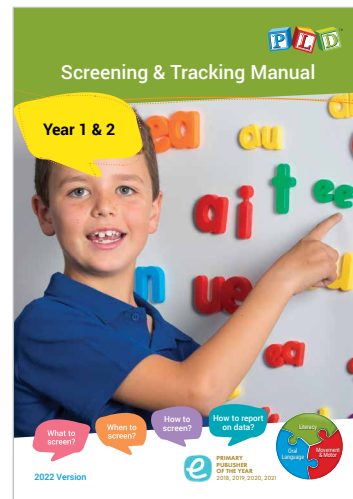


Year 1 & 2 – Week 1 in Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 1)



Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Words	Test Word in a Sentence
Target 1 CVC	rod	Get your fishing rod.	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.	i-e	line	Draw a line between the dots.
Target 2	sh	Please shut the door.	ir	skirt	Mum wears a skirt to work.
	ch	The baby had food in his chin.	ow	window	Look out the window.
	th	That is my pencil.	oa	toast	I have toast for breakfast.
	ck	You can pick what game to play.	ew	drew	He drew a picture of a house.
	ee	Mum pulled the weed from the garden.	ou	count	Can you count the apples?
	oo	At night the moon is in the sky.	aw	yawn	When I am tired I yawn.
	qu	We had a quiz at school.	ea	steam	The kettle has steam coming out.
Target 3 CCVC & CCVC	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	I made a bowl from clay.			
	ing	Bring your lunch to school.			
	or	Football is my favourite sport.			
	ar	The race will soon start.			
	all	My sister is small.			
	ai	The chain fell off my bike.			
	er	The dog hid under the table.			
	oi	Point to birds in the tree.			
oy	To be happy is to be full of joy.				



Downloadable Student Spelling Templates
The Term 1, 2, 3 & 4 placement screens are located within the [Year 1 & 2 Screening & Tracking Manual](#).

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.

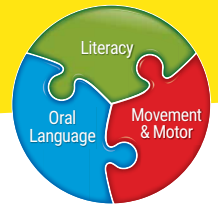
Quick Reference Guide: Percentage Conversions for Tracking Sheets

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



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 Words	Test Word in a Sentence	
Target 1 CVC	dog	The dog likes bones.	CCC	strong	I am strong.	
	jug	Pour the jug of milk.	CCC	thrust	She thrust her hands in her pockets.	
	pit	I fell in the pit.	-ss	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	dish	Put food on the dish.	ir	twirl	She loves to twirl and dance.
	ch	rich	The man is rich.	ow	elbow	He hurt his elbow.
	th	them	I want to go with them.	oa	roast	Mum made roast for dinner.
	ck	sock	I have lost one sock.	ew	chew	Chew your food!
	ee	feed	Feed your dog.	ou	ground	Put it on the ground.
	oo	shoot	Don't shoot the birds.	aw	lawn	He mowed the lawn.
	qu	quit	She quit ballet.	ea	cream	I love strawberries and cream.
Target 3 CCVC & CCVC	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	sway	The tree will sway in the wind.			
	ing	thing	What is that thing?			
	or	north	Go north.			
	ar	chart	Put your name on the chart.			
	all	fall	The glass will fall.			
	ai	paint	Mum will paint my room.			
	er	never	Never be rude.			
	oi	spoil	Mud will spoil your dress.			
oy	enjoy	Enjoy your holidays.				

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).

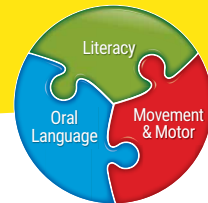
Quick Reference Guide: Percentage Conversions for Tracking Sheets

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



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 Words	Test Word in a Sentence
Target 1 CVC	fog	It is a thick fog.	CCC	strand	One strand of the rope is red.
	get	Get your hat.	CCC	squint	I squint on a sunny day.
	pad	Write on the pad.	-ss	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	shop	ir	squirm	Spiders make me squirm.
	ch	much	ow	shallow	The pool is very shallow.
	th	with	oa	coach	Our coach encourages us.
	ck	luck	ew	grew	The seeds grew into big trees.
	ee	keep	ou	around	There is a fence around the yard.
	oo	hook	aw	straw	The little pig made a house of straw.
	qu	queen	ea	reach	Can you reach the top?
Target 3 CCVC & CCVC	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			
	ing	cling			
	or	port			
	ar	march			
	all	stall			
	ai	brain			
	er	winter			
	oi	joint			
oy	boy				

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).

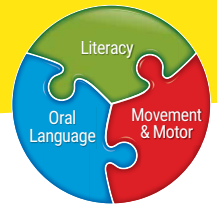
Quick Reference Guide: Percentage Conversions for Tracking Sheets

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



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 Words	Test Word in a Sentence
Target 1 CVC	rod	Get your fishing rod.	CCC	sprint	It was a fast sprint.
	run	Run as fast as you can.	CCC	drench	The rain will drench you.
	lip	She bit her lip.	-ss	scuff	You will scuff your shoes.
	had	Yesterday I had my birthday.	a-e	brave	He was very brave.
	yes	Yes, you can play with me.	i-e	drive	Can you drive a car?
Target 2	sh	Please shut the door.	ir	thirty	My mum is thirty years old.
	ch	The baby had food in his chin.	ow	throw	Throw the ball.
	th	That is my pencil.	oa	throat	I have a sore throat.
	ck	You can pick what game to play.	ew	blew	He blew his nose.
	ee	Mum pulled the weed from the garden.	ou	amount	It is a large amount.
	oo	At night the moon is in the sky.	aw	prawn	I love prawn salad.
	qu	We had a quiz at school.	ea	dream	I had a bad dream.
Target 3 CCVC & CCVC	snip	Snip the paper with the scissors.	ue	glue	Stick it on with glue.
	trip	We took a trip to the beach.	ur	burst	The balloon will burst.
	send	Can you send me a letter?	-y	handy	A piece of string is very handy.
	lump	There was a lump of ice in my juice.	kn	knew	I knew the answer.
	gold	The chain was made from gold.			
Target 4	ay	I made a bowl from clay.	Stage 3	Test Words	Test Word in a Sentence
	ing	Bring your lunch to school.	dge	smudge	Don't smudge your work.
	or	Football is my favourite sport.	igh	mighty	It is a mighty river.
	ar	The race will soon start.	tch	switch	Can I switch with you?
	all	My sister is small.	ph	pamphlet	They delivered a pamphlet.
	ai	The chain fell off my bike.	ea	pleasant	It was a pleasant smell.
	er	The dog hid under the table.	bt	doubt	I doubt you are correct.
	oi	Point to birds in the tree.	-le	kettle	Boil the kettle.
	oy	To be happy is to be full of joy.	-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 (some students may progress further).

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

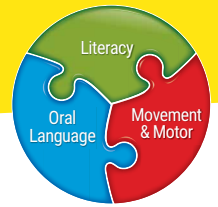
If students are operating at a higher stage continue presenting further stages. The words for Stages 3 and above are located in the Appendix. (Note that they do not have sentences).

Quick Reference Guide: Percentage Conversions for Tracking Sheets

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



Year 1 & 2 Early Reading Screen Instructions



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.

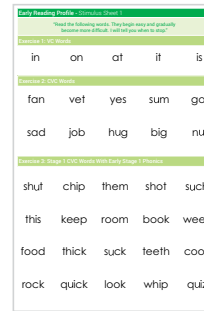
Materials Required:



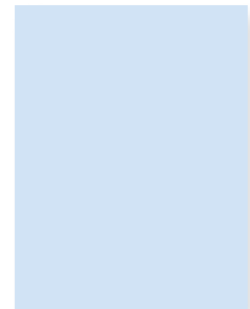
Coloured Pen



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.

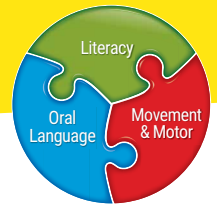
Marking & Scoring the Reading Test Items

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

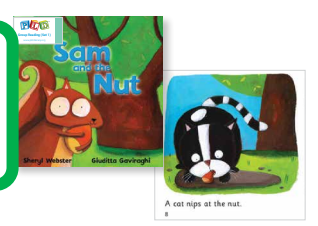
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	20 / 20 = 100 %	<input type="checkbox"/> Blending each letter <input checked="" type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input 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	march	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.

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

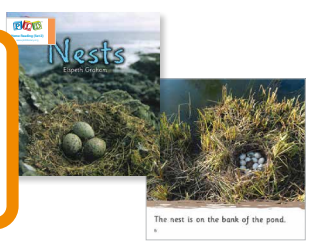
VC (Exercise 1) & CVC (Exercise 2)

- Foundation Reading Books: HRset1, AddHRset1, TopUp1, SRmulti1 (page 5 & 6)
- Year 1 & 2 Catch-Up Reading Books (Set 1): HRset1b (page 12)



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

- Foundation Reading Books: HRset2, AddHTset2, TopUp2, SRmulti2, NFmulti2 (page 6 & 7)
- Year 1 & 2 Catch-Up Reading Books (Set 2): HRset2b (page 12)



Also Stage 2 (Exercise 6):

- Year 1 Reading Books: HRset3, SRmulti3, NFmulti3 (page 8 & 9)
- Year 2 Catch-Up Reading Books (Set 3): HRset34b (page 12)



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> <td>lie ?</td> </tr> <tr> <td>return ✓</td> <td>coached ✓</td> <td>sky ✓</td> <td>mouth ✓</td> <td>shallow ✓</td> <td>trade ✓</td> <td>trade</td> </tr> <tr> <td>swerve ✓</td> <td>yawn ✓</td> <td>drew ✓</td> <td>creepy ✓</td> <td>crown ✓</td> <td>broke ✓</td> <td></td> </tr> </table> <p>(draw)</p>	splash ✓	drench ✓	season ✓	spring ✓	squirm ✓	knee ✓	lie ?	return ✓	coached ✓	sky ✓	mouth ✓	shallow ✓	trade ✓	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 ✓	lie ?																	
return ✓	coached ✓	sky ✓	mouth ✓	shallow ✓	trade ✓	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 presentation of 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: Reading Practice Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading Once Twice Three Times Four Times

Reading 1 Reading 2 Reading 3 Reading 4

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 ice-cream 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.



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

Optional: Time each reading Once Twice Three Times Four Times

Reading 1 Reading 2 Reading 3 Reading 4

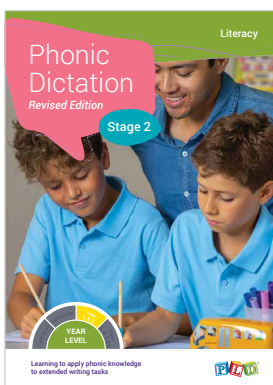
A Drawing Test

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?



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.



Phonic Dictation Stage 2 - Code: M2

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? Yes No

ii.) Is phonic knowledge limiting decoding/reading performance? Yes No

iii.) Is the student experiencing difficulties blending while decoding? Yes No

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.

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Notes

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

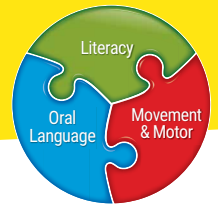
smudge aboard quaint telephone



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

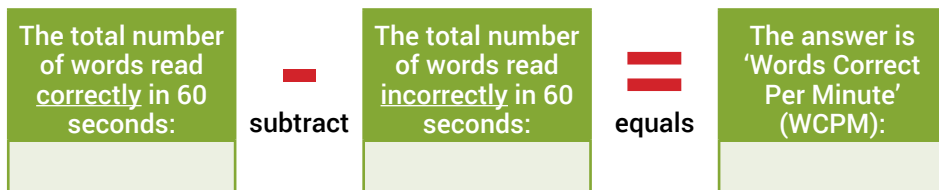
Select an unfamiliar passage that is appropriate for the student’s reading level. Make two copies. One copy is for the student to read from and the other is to be inserted into the space below.

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:



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)

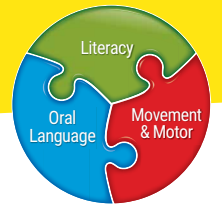
- By the end of Year 1: 60 words correct per minute.
- By the end Year 2: 90-100 words correct per minute. and
- In Years 3–6: 100–120 words correct per minute.
- Skilled adult readers: approximately 180 words correct per minute.

Reference: https://www.ecu.edu.au/_data/assets/pdf_file/0005/663701/SA-DECS-Fluency-doc.pdf

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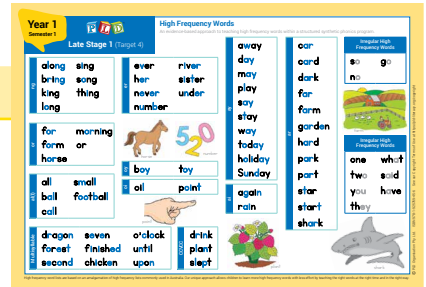


Screening the Reading & Spelling of Irregular High Frequency Words (Optional)



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



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

so go no one what

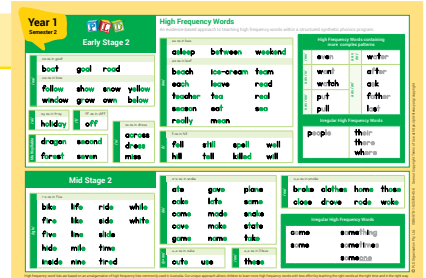
two said you have they

Reading Score /10

Spelling Score /10

Observations:

Year 1 Semester 2



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

people their there

sometimes come something

where someone some

Reading Score /9

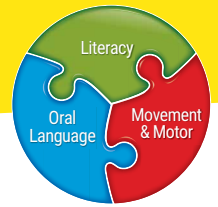
Spelling Score /9

Observations:

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

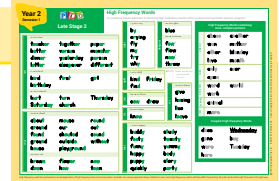


Screening the Reading & Spelling of Irregular High Frequency Words (Optional)



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



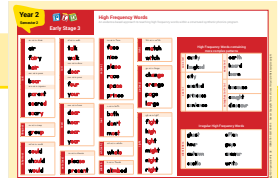
Charts can be downloaded at <https://pld-literacy.org/phonics-sequence/>

above another won mother
 other Monday love Wednesday
 only over open word world
 work animal more does month
 gone buy were Tuesday here

Reading Score /23
 Spelling Score /23

Observations:

Year 2 Semester 2



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

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

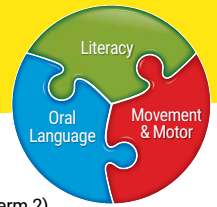
Reading Score /20
 Spelling Score /20

Observations:

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



Phonic-Based Spelling Placement Screens



Week 1 in Term 1 (to establish targeted teaching groups for Term 1)

Stage 1				Stage 2		Stage 3				
Target 1	CVC	1	rod	1	CCC-strict	dge	edge			
		2	run	2	squ	igh	frighten			
		3	lip		double letters	tch	press	kitchen		
		4	had	4	a-e	ph	shape	orphan		
		5	yes		i-e	ea as 'e'	line	instead		
Target 2	sh ch th ck ee oo qu	6	shut	5	ir	silent b	skirt	plumber		
		7	chin		ow	double letters	ow	sudden		
		8	that	6	oa	ey	toast	chimney		
		9	pick		ew	ce as 's'	drew	disgrace		
		10	weed	7	ou	air	count	repair		
		11	moon		aw	ore	aw	before		
		12	quiz	ea	-le (schwa +l)	steam	grumble			
Target 3	CCVC & CVCC	13	snip	8	ue	ge	clue	orange		
		14	trip		ur	or as 'schwa er'	hurt	doctor		
		15	send	9	y as 'ee'	qu	windy	liquid		
		16	lump		kn	tion	knife	action		
		17	gold	oa	ey	roast	hockey			
		Target 4	ay ing or ar all ai er oi oy	18	clay	10	ow	double letters	elbow	stagger
				19	bring		aw	ore	lawn	restore
				20	sport	11	ea	-le (schwa +l)	cream	sniffle
				21	start		ue	ge	chart	plunge
				22	small	12	ur	or as 'schwa er'	paint	inspector
23	chain			y as 'ee'	qu		stick	quaint		
24	under			13	kn	tion	never	quaint		
25	point				oa	ey	never	quaint		
26	joy	oa	ey	never	quaint					

End of Term 1 Review (to establish targeted teaching groups for Term 2)

Stage 1				Stage 2		Stage 3				
Target 1	CVC	1	dog	1	CCC-strong	dge	badge			
		2	jug	2	CC-CC	igh	delight			
		3	pit		double letters	tch	spill	itchy		
		4	fun	4	a-e	ph	dish	trophy		
		5	mop		i-e	ea as 'e'	rich	thread		
Target 2	sh ch th ck ee oo qu	6	dish	5	ir	silent b	feed	crumb		
		7	rich		ow	double letters	shoot	stagger		
		8	them	6	oa	ey	clap	hockey		
		9	sock		ew	ce as 's'	twin	replace		
		10	feed	7	ou	air	sold	dairy		
		11	shoot		aw	ore	lift	restore		
		12	quit	ea	-le (schwa +l)	went	sniffle			
Target 3	CCVC & CVCC	13	clap	8	ue	ge	clue	orange		
		14	twin		ur	or as 'schwa er'	hurt	doctor		
		15	sold	9	y as 'ee'	qu	windy	liquid		
		16	lift		kn	tion	knife	action		
		17	went	oa	ey	roast	hockey			
		Target 4	ay ing or ar all ai er oi oy	18	sway	10	ow	double letters	elbow	stagger
				19	thing		aw	ore	lawn	restore
				20	north	11	ea	-le (schwa +l)	cream	sniffle
				21	chart		ue	ge	chart	plunge
				22	fall	12	ur	or as 'schwa er'	paint	inspector
23	paint			y as 'ee'	qu		stick	quaint		
24	never			13	kn	tion	never	quaint		
25	spoil				oa	ey	never	quaint		
26	enjoy	oa	ey	never	quaint					

End of Term 2 Review (to establish targeted teaching groups for Term 3)

Stage 1				Stage 2		Stage 3				
Target 1	CVC	1	fog	1	CCC-strand	dge	pledge			
		2	get	2	CC-CC	igh	bright			
		3	pad		double letters	tch	frizz	stretch		
		4	sun	4	a-e	ph	skate	dolphin		
		5	man		i-e	ea as 'e'	slime	breakfast		
Target 2	sh ch th ck ee oo qu	6	shop	5	ir	silent b	squirm	thumb		
		7	much		ow	double letters	shallow	channel		
		8	with	6	oa	ey	coach	jockey		
		9	luck		ew	ce as 's'	grew	embrace		
		10	keep	7	ou	are	around	aware		
		11	hook		aw	ore	straw	ignore		
		12	queen	ea	-le (schwa +l)	reach	scribble			
Target 3	CCVC & CVCC	13	flag	8	ue	ge	true	hinge		
		14	glad		ur	or as 'schwa er'	nurse	spectator		
		15	soft	9	y as 'ee'	qu	frosty	quarter		
		16	pond		kn	tion	know	option		
		17	bank	oa	ey	throat	turkey			
		Target 4	ay ing or ar all ai er oi oy	18	today	10	ow	double letters	throw	kettle
				19	cling		aw	ore	prawn	explore
				20	port	11	ea	-le (schwa +l)	dream	sparkle
				21	march		ue	ge	smart	singe
				22	stall	12	ur	or as 'schwa er'	snail	elevator
23	brain			y as 'ee'	qu		number	quaint		
24	winter			13	kn	tion	number	quaint		
25	joint				oa	ey	number	quaint		
26	boy	oa	ey	number	quaint					

End of Term 3 Review (to establish targeted teaching groups for Term 4)

Stage 1				Stage 2		Stage 3				
Target 1	CVC	1	log	1	CCC-sprint	dge	smudge			
		2	yet	2	CC-CC	igh	mighty			
		3	pan		double letters	tch	scuff	switch		
		4	nut	4	a-e	ph	wish	pamphlet		
		5	wet		i-e	ea as 'e'	chat	pleasant		
Target 2	sh ch th ck ee oo qu	6	wish	5	ir	silent b	seem	doubt		
		7	chat		ow	double letters	book	kettle		
		8	then	6	oa	ey	skip	turkey		
		9	rock		ew	ce as 's'	grin	necklace		
		10	seem	7	ou	are	hold	compare		
		11	book		aw	ore	crash	compare		
		12	quick	ea	-le (schwa +l)	amount	compare			
Target 3	CCVC & CVCC	13	skip	8	ue	ge	true	hinge		
		14	grin		ur	or as 'schwa er'	snail	spectator		
		15	mint	9	y as 'ee'	qu	frosty	quarter		
		16	hold		kn	tion	know	option		
		17	crash	oa	ey	throat	turkey			
		Target 4	ay ing or ar all ai er oi oy	18	stay	10	ow	double letters	throw	kettle
				19	sting		aw	ore	prawn	explore
				20	torch	11	ea	-le (schwa +l)	dream	sparkle
				21	smart		ue	ge	smart	singe
				22	ball	12	ur	or as 'schwa er'	snail	elevator
23	snail			y as 'ee'	qu		number	quaint		
24	number			13	kn	tion	number	quaint		
25	join				oa	ey	number	quaint		
26	toy	oa	ey	number	quaint					

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>Notes</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>Notes</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: _____

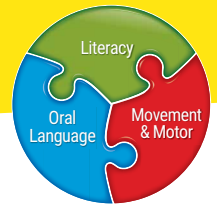
Stage 1		Stage 2	Stage 3
Target 1 Score ___/5= ___%	1		
	2		
	3		
	4		
	5		
Target 2 Score ___/7= ___%	6		
	7		
	8		
	9		
	10		
	11		
	12		
Target 3 Score ___/5= ___%	13		
	14		
	15		
	16		
	17	Note the phonic concepts requiring further instruction	Note the phonic concepts requiring further instruction
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)

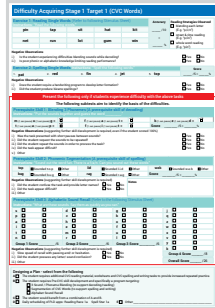


These screens have been designed for students who are slow to progress through Stage 1. The results from the screens help to formulate a plan of action to work with the specific difficulties. The screens aim to highlight what additional skills may require targeting and should inform the efforts of parents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

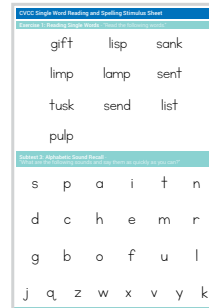
Materials Required:



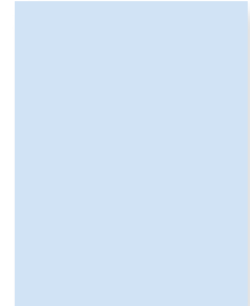
Coloured Pen



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

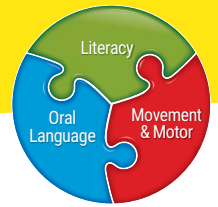
- Use the coloured card to reveal one line of text at a time.
- Say: "Sound out the word fan. There is a f/a/n. Can you sound out these words?"
- This should take one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

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

Negative Observations (suggesting further skill development is required)
 i.) Slow speed of recall with pausing and/ or hesitation. Yes No
 ii.) Did the student possess any letter/ sound confusion? Yes No
 iii.) Other _____

Plot the results of the assessments in the tracking sheet.

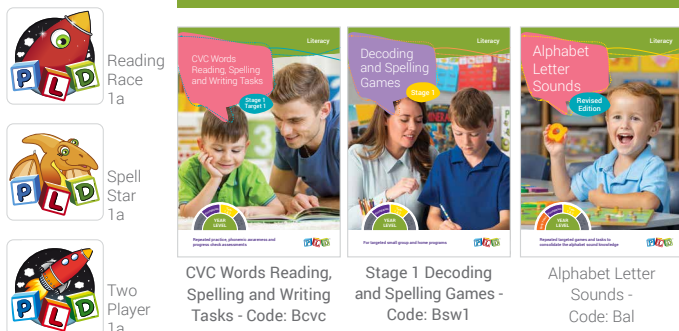
Step 2: Use the screening information to create an individualised plan using the following options based on the student's ability level:

PRE-LITERACY PROGRAMS



Teach a Child to Read in 3 Steps - Code: CCread
 Teach a Child to Spell in 3 Steps - Code: CCSpell
 Stage 1 Synthetic Phonics Flipbook - Code: SP1
 Learning to Blend Onset and Rime - Code: L2B1

PLD PHONIC APPS



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First Name	Low entry students preparing for CVC			Week 1 in Term 1: Class Profile				Stage 2
	Alphabet sounds	Blending 3 Phonemes	Segmentation	Stage 1				
				Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC	Target 4 ar, or, er, ay, all, oi	
Learning Focus: Pretest / phonic individual sounds	26	5 = %	/5 = %	20%	0%			
	26	%	%	40%	0%			
	26	%	%	40%	0%			
	26	%	%	0%	0%			
	26	%	%	0%	0%			
	26	%	%	0%	15%			
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.



Difficulty Acquiring Stage 1 Target 1 (CVC Words)

Present when students score 0%-20% in CVC reading and spelling 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 = ____%
Instructions: "Spell the following words."					
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 checked="" type="checkbox"/>	f (1 sec pause) a (1 sec pause) t = <input checked="" type="checkbox"/>	b (1 sec pause) e (1 sec pause) d = <input checked="" type="checkbox"/>			
t (1 sec pause) a (1 sec pause) p = <input checked="" type="checkbox"/>	f (1 sec pause) i (1 sec pause) t = <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: Alphabetic 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)

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

Instructions: "Read the following words."

shop	chin	that	took	keep
thin	rash	rich	need	duck

Accuracy

_____/10

=

_____%

Reading Strategies Observed

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

Negative Observations

- i.) Is the student experiencing difficulties blending sounds while decoding? Yes No
- ii.) Is poor phonic or alphabetic knowledge limiting reading performance? Yes No

Notes

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

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

Score:

/10 = ____%

Negative Observations

- i.) Does the student require a handwriting program to develop letter formation? Yes No
- ii.) Did the student produce bizarre spellings? Yes No

Notes

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

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

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

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

s <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

k

Group 4 Score ____/8

Overall Score ____/26

Negative Observations (suggesting further skill development is required)

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

Subtest 2: 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):

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

Group 4 Score ____/6

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

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

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

Negative Observations (suggesting further skill development is required)

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

Subtest 4: Phonemic Segmentation (A prerequisite skill of spelling) Instructions: "Sound out the word_____."

top <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

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)

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")

Notes

Negative Observations

- i.) Is the student experiencing difficulties blending sounds while decoding? Yes No
- ii.) Is poor phonic or alphabetic knowledge limiting reading performance? Yes No

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

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

Score:

/10 = ____%

Negative Observations

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

Notes

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

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

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

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

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

Negative Observations (suggesting further skill development is required)

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

Notes

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

swum <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

Subtest 3: Alphabetic 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	y <input type="checkbox"/>
			k <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 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)
- 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)

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

Instructions: "Read the following words."

gift	lisp	sank	limp	lamp
sent	tusk	send	list	pulp

Accuracy

_____/10

=

_____%

Reading Strategies Observed

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

Negative Observations

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

Notes

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

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

Score:

/10 = ____%

Negative Observations

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

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

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

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

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

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

Negative Observations (suggesting further skill development is required)

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

Notes

Subtest 2: Phonemic Segmentation (A prerequisite skill of spelling) Instructions: "Sound out the word _____."

lamp	<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

Subtest 3: Alphabetic 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		y	<input type="checkbox"/>
						k	<input type="checkbox"/>

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

Group 4 Score ____/8

Overall Score ____/26

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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