



Screening & Tracking Manual

Year 3, 4, 5 & 6



What to screen?

When to screen?

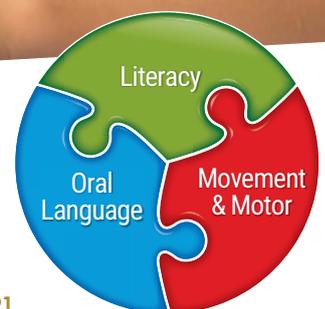
How to screen?

How to report on data?

2023 Version



PRIMARY PUBLISHER OF THE YEAR
2018, 2019, 202, 2021



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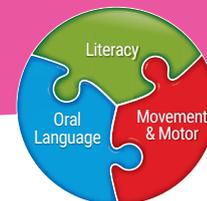
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What is Included in This Year 3, 4, 5 & 6 Screening & Tracking Manual?

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 progress.

Keep in mind that it may be appropriate for schools to adapt the timing of the screens 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 screens. 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 for the term ahead: <https://www.youtube.com/watch?v=X4jDqnbWOAg&t=3s>

PLD's Year 3, 4, 5 & 6 Teaching Sequence Manual applied in conjunction with consistent tracking will facilitate increased student outcomes and a higher degree of consistency across classrooms.

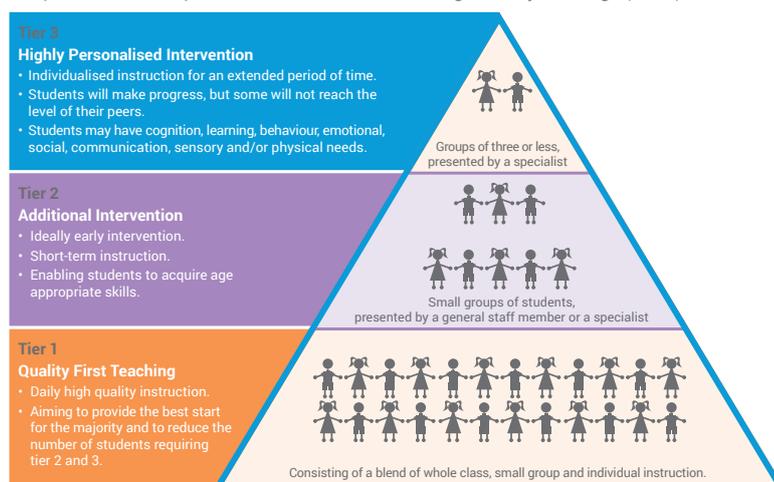
How to Get Started with PLD's Screening & Tracking?

- Step 1: Complete the [Synthetic phonics and beyond](#) online course or attend a seminar.
- Step 2: Download the [Year 3, 4, 5 & 6 Teaching Sequence Manual](#).
- Step 3: Download this Year 3, 4, 5 & 6 Screening & Tracking Manual.
- Step 4: Register for, download and set up the PLD Tracking Sheets on a whole school level.
- Step 5: Review the [Phonic and Sight Word Sequence](#) for where to start teaching and this 'Screening & Tracking Manual' for details on the first progress check.

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

Structured Synthetic Phonic Teaching

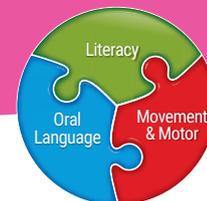
Adapted from "Independent review of the teaching of early reading" (2006)



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.



Scheduling PLD Screening & Tracking in Year 3, 4, 5 & 6



For the Whole Class				
	Term 1	Term 2	Term 3	Term 4
By the end of Week 1	<p>Spelling Placement Screen Present the relevant screen</p> <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</p> <p>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>	
Weeks 1-9	<p>Explicit Teaching Phase</p> <p>Refer to the PLD Year 3, 4, 5 & 6 Teaching Sequence Manual.</p>			
By the end of Week 10	<p>Spelling Placement Screen Present the end of Term 1 screen.</p> <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> <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> <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. 	Prepare handover information.

For Students Operating at a Junior Primary Level				
	Term 1	Term 2	Term 3	Term 4
By the end of Week 2	<p>Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results.</p> <p>Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers.</p>	<p>Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results.</p> <p>Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers.</p>	<p>Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results.</p> <p>Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers.</p>	<p>Administer the Early Reading Screen for Middle and Upper Primary for students who have not achieved whole-word reading in Exercise 7. Populate tracking sheet with student results.</p> <p>Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers.</p>
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>	Optional: Present the irregular HFW screen.

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 Spelling Placement Screens

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters? What happens when the student reverses a 'b' or 'd'?	No. Letter reversals are a common occurrence in the first few years of learning to spell and write. Repeated practice forming letters (and particularly the letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues. Reversing b & d in middle and upper primary will result in a word being marked incorrect.	 X Test word: 'sudden'
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: 'plunge'
Do I mark the word correct when the student writes the phonic pattern correct but other letters in the test word are incorrect?	No! Spelling test words are only marked correct, if they have been spelled correctly. If the target phonic pattern is correct, but other errors exist within the word, then technically the word should still be marked incorrect. Including the phonic pattern means that the concept is emerging but it has not been mastered and is not ready for transference into writing.	 X Test word: 'toast'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who had ear infections, who present with language delays or for whom English is not a first language to experience difficulties with medial vowels e.g. a/u or i/e. This observation signals the need for targeted teaching in the area. Remember words are only marked as correct when test words are spelled in full correctly.	 X Test word: 'crumb'

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 and set learning foci for each.

Examples of Class Profiles Organised into Three Targeted Teaching Groups

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

Year 3 & 4 Tracking Sheet

Term 3 Focus: Testing & data entry within week 10 Term 2		Stage 1				Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	Target 2	Target 3	Target 4							
First Name	Notes	CVC	sh, ch, th, oo, ee	CCVC CVCC	ar, or, er, ay					
Learning Focus: Target 2 & 4 gap-filling, phonic dictation sentences, decodable text reading.										
Charlotte	Referred	100	86	100	78	38				
Olivia	Dyslexia	100	57	100	33	14				
Noah	ADHD	100	57	60	33	28				
Jack	EALD	100	86	80	44	14				
Henry	Hearing	100	71	100	78	44				
Alex	Referred	100	71	40	33	13				
Learning Focus: Target 4 (gaps) then Stage 2 phonic dictation, decodable text reading and spelling.										
Emma		100	100	100	100	56	31			
Frankie	LD	100	100	100	100	69	38			
Elijah		100	100	100	88	31	19			
Alice	Artic	100	86	100	100	63	44			
Learning Focus: Gap-fill common errors in Stage 3 and then on to Stage 4 phonic dictation passages, reading and spelling										
Poppy		100	100	100	100	88	67	44		
Liam	New T2	100	100	100	100	94	75	67		
Ethan		100	100	100	100	94	75	56		
Hudson		100	100	100	100	88	38			

Year 5 Tracking Sheet

Term 2 Focus: Testing & data entry within week 10 Term 1		Stage 1				Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 1	Target 2	Target 3	Target 4							
First Name	Notes	CVC	sh, ch, th, oo, ee, ck	CCVC CVCC	ar, or, er, ay					
Learning Focus: Stage 2 and then on to Stage 3 spelling, phonic dictation passages, decodable text reading.										
Sue	ADHD	100	100	100	77	69	38	0		
Michael	CAPD	100	71	100	88	69	25	6		
Pat	EALD	100	100	80	100	75	31	13		
Learning Focus: Stage 4 spelling, phonic dictation passages & vocabulary.										
Caroline	ASD	100	86	100	100	94	81	38	13	
Adrian		100	100	100	100	100	81	44	0	
Lauren		100	100	100	100	94	81	56	19	6
Joel		100	100	100	100	94	86	69	13	
Taylor		100	100	100	100	100	81	44	6	
Alice		100	100	100	100	100	81	56	25	6
Bryan		100	100	100	100	94	94	38	0	
Learning Focus: Stage 5 spelling, phonic dictation passages, vocabulary & bound morphemes.										
Sienna		100	100	100	100	100	100	88	44	6
Kara		100	100	100	100	100	94	94	38	13
Tyrone		100	100	100	100	100	94	94	69	25
Zack		100	100	100	100	94	100	100	69	19



The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the [Phonic and Sight Word Sequence](#) with the Year 3, 4, 5 & 6 screening & tracking process outlined in this manual. Through beginning and end of term progress checks, student results are recorded onto the PLD Tracking Sheets, which form the basis of the targeted teaching once three groups are identified. This process enables the classroom teacher to report on skill development of the class and simultaneously to establish an implementation plan.

How To Get Started Using the PLD Tracking Sheets?

- Step 1: Download and set up the tracking sheets** using the following link: <https://pld-literacy.org/plds-tracking-sheets/>. The tracking sheets should be converted into a 'cloud-based' format. Each class is allocated a different tab.
- Step 2: What to teach? When to teach?** Explicit teaching as outlined in the [Year 3, 4, 5 & 6 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 screens, as outlined on pages 7 - 23, of this Manual.
- Step 4: Enter the results in the PLD Tracking Sheets.** A sample entry has been outlined below.
- Step 5: How to create a class profile and three targeted teaching groups?** Watch the Year 3, 4, 5 & 6 PLD Tracking Sheets video <https://pld-literacy.org/year-3-6/> for an explanation on how to process the test results and adjust the order of the students by establishing three targeted teaching groups.

Reminders for Literacy Coordinators and Teachers	
Prior to the beginning of Term 1	Before the end of Term 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 screens in the last week of term and populate the PLD tracking sheets by the end of the term.</p> <p>Teachers: Populate your tracking sheet with your student's results, group students and identify a learning focus for each group.</p>
During Midterm Professional Development Day/s	
<p>The schoolwide tracking sheet should be reviewed regularly to monitor student development, identify any students requiring intervention and to assess PLD implementation.</p> <p>If you need help with using PLD's tracking sheets or grouping your students please contact the PLD office.</p>	

What to teach? When to teach?	What to screen? When to screen? How to screen?	How to create a class profile and three targeted teaching groups?																																																																																																																								
<p>Teaching Sequence Manual Year 3, 4, 5 & 6</p> <p>How to cater for the range in ability?</p> <p>2022 Version</p>	<p>Testing & data entry within Week</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Stage 2</th> <th>Stage 3</th> <th>Stage 4</th> <th>Stage 5</th> <th>Stage 6</th> </tr> </thead> <tbody> <tr><td>Tahila</td><td>69</td><td>48</td><td>6</td><td></td><td></td></tr> <tr><td>Nave</td><td>100</td><td>62</td><td>25</td><td></td><td></td></tr> <tr><td>Isabella (Issy)</td><td>75</td><td>84</td><td>13</td><td></td><td></td></tr> <tr><td>Katy</td><td>69</td><td>56</td><td>19</td><td></td><td></td></tr> <tr><td>Sophie</td><td>94</td><td>56</td><td>31</td><td></td><td></td></tr> <tr><td>Meadow</td><td>69</td><td>50</td><td>19</td><td></td><td></td></tr> <tr><td>Morgan</td><td>69</td><td>63</td><td>13</td><td></td><td></td></tr> </tbody> </table> <p>Focus on Stage 3 & 4</p> <p>Focus on Stage 4 & 5</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Stage 2</th> <th>Stage 3</th> <th>Stage 4</th> <th>Stage 5</th> <th>Stage 6</th> </tr> </thead> <tbody> <tr><td>James</td><td>88</td><td>63</td><td>25</td><td></td><td></td></tr> <tr><td>Aaron</td><td>88</td><td>75</td><td>56</td><td>6</td><td></td></tr> <tr><td>Katie</td><td>81</td><td>50</td><td>38</td><td>19</td><td></td></tr> <tr><td>Te Kyi (Te Kyi)</td><td>88</td><td>81</td><td>50</td><td>13</td><td></td></tr> <tr><td>Caityn</td><td>94</td><td>75</td><td>63</td><td>38</td><td>19</td></tr> <tr><td>Zoe</td><td>94</td><td>69</td><td>63</td><td>25</td><td></td></tr> </tbody> </table> <p>Focus on Stage 5 & 6</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Stage 2</th> <th>Stage 3</th> <th>Stage 4</th> <th>Stage 5</th> <th>Stage 6</th> </tr> </thead> <tbody> <tr><td>Lily</td><td>81</td><td>63</td><td>38</td><td>13</td><td>6</td></tr> <tr><td>Mollie</td><td>75</td><td>75</td><td>38</td><td>25</td><td>13</td></tr> <tr><td>Lucas</td><td>100</td><td>69</td><td>31</td><td>25</td><td>6</td></tr> <tr><td>Calvin</td><td>100</td><td>75</td><td>56</td><td>38</td><td>25</td></tr> </tbody> </table>	Student	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Tahila	69	48	6			Nave	100	62	25			Isabella (Issy)	75	84	13			Katy	69	56	19			Sophie	94	56	31			Meadow	69	50	19			Morgan	69	63	13			Student	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	James	88	63	25			Aaron	88	75	56	6		Katie	81	50	38	19		Te Kyi (Te Kyi)	88	81	50	13		Caityn	94	75	63	38	19	Zoe	94	69	63	25		Student	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Lily	81	63	38	13	6	Mollie	75	75	38	25	13	Lucas	100	69	31	25	6	Calvin	100	75	56	38	25	<p>Year 3, 4, 5 & 6 Teaching Sheets</p> <p>PLD Tracking Sheets</p> <p>Using the PLD Tracking Sheets & the 3 functions required</p>
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Week 1 in Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 1)



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word	Test Word in a Sentence	Stage 3	Test Words	Test Word in a Sentence	
Target 1 CVC	rod	Get your fishing rod.	dge	edge	Don't get too close to the edge!	
	run	Run as fast as you can.	igh	frighten	You might frighten him.	
	lip	She bit her lip.	tch	kitchen	The fridge is in the kitchen.	
	had	Yesterday I had my birthday.	ph	orphan	He was left an orphan.	
	yes	Yes, you can play with me.	ea	instead	Can I have chocolate instead of cake?	
Target 2	sh	shut	Please shut the door.	mb	plumber	Dad called the plumber to fix the toilet.
	ch	chin	The baby had food in his chin.	dd	sudden	There was a sudden noise outside.
	th	that	That is my pencil.	-ey	chimney	The smoke rose out of the chimney.
	ck	pick	You can pick what game to play.	ce	disgrace	He left the army in disgrace.
	ee	weed	Mum pulled the weed from the garden.	air	repair	Dad will repair the broken table.
	oo	moon	At night the moon is in the sky.	ore	before	Monday comes before Tuesday.
	qu	quiz	We had a quiz at school.	-le	grumble	Mum says I must not grumble.
Target 3 CCVC & CVCC	snip	Snip the paper with the scissors.	-ge	orange	My favourite colour is orange.	
	trip	We took a trip to the beach.	-or	doctor	The doctor gave me medicine.	
	send	Can you send me a letter?	qu	liquid	Water is a liquid.	
	lump	There was a lump of ice in my juice.	tion	action	My brothers like action movies.	
	gold	The chain was made from gold.	Stage 4	Test Words	Test Word in a Sentence	
Target 4	ay	clay	I made a bowl from clay.	a as 'o'	squabble	The twins will squabble over the toys.
	ing	bring	Bring your lunch to school.	ch as 'k'	mechanic	The mechanic fixed the car.
	or	sport	Football is my favourite sport.	g as 'j'	gentleman	A gentleman holds the door open for a lady.
	ar	start	The race will soon start.	ear as 'er'	research	We need to do research for our assignment.
	all	small	My sister is small.	age as 'ij'	luggage	My sister takes the most luggage.
	ai	chain	The chain fell off my bike.	augh	naughty	Our cat is very naughty.
	er	under	The dog hid under the table.	si as 'zh'	excursion	We went on an excursion to the museum.
	oi	point	Point to birds in the tree.	ti as 'sh'	reception	Mum delivered the note to reception.
Stage 2	Test Word	Test Word in a Sentence	ai as 'e'	mountain	I want to go mountain climbing.	
	CCC/CC	strict	The rules at school are strict.	c as 's'	celery	Celery is yummy in soups.
	CCC/CC	squelch	Walking in mud can make a squelch sound.	ous	tremendous	Our team did a tremendous job.
	-ss	press	Press the doorbell.	y as 'i'	syllable	What is the first syllable?
	a-e	shape	A triangle is a shape with three sides.	rr	hurricane	The hurricane destroyed the town.
	i-e	line	Draw a line between the dots.	silent u	guardian	Your parent or guardian must give permission.
	ir	skirt	Mum wears a skirt to work.	our as 'schwa er'	neighbour	Do you know your neighbour?
	ow	window	Look out the window.	tu as 'ch'	furniture	Our dog jumped on the furniture.
	oa	toast	I have toast for breakfast.			
	ew	drew	He drew a picture of a house.			
	ou	count	Can you count the apples?			
	aw	yawn	When I am tired I yawn.			
	ea	steam	The kettle has steam coming out.			
	ue	clue	The clue helped me solve the riddle.			
	ur	hurt	He fell off his bike and hurt his leg.			
-y	windy	It was a windy day at the beach.				
kn	knife	Use a knife to cut the pie.				

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.
Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.



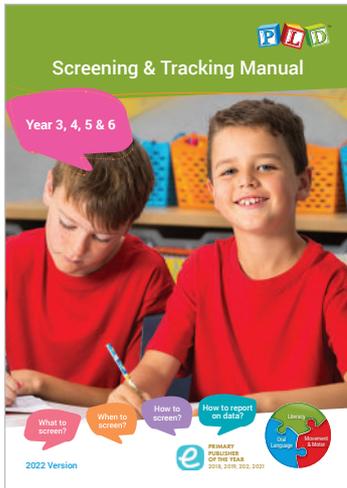
Week 1 in Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 1)



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5	Test Words	Test Word in a Sentence	Stage 6	Test Words	Test Word in a Sentence
ac-	accelerate	The go-cart will accelerate down the hill.	ch as 'sh'	parachute	A parachute is made of silk.
-tial	essential	It is essential that you wear a helmet.	ob-	obliterate	The dark clouds obliterate the sun.
-ate	accommodate	The room can accommodate four people.	-ous	carnivorous	A praying mantis is a carnivorous insect.
-able	admirable	Generosity is an admirable trait.	silent g	champagne	The bride drank champagne.
-ible	intelligible	Use vocabulary that is intelligible to others.	para-	paralyse	A spinal injury can paralyse a person.
-al	oriental	I love oriental food.	ir-	irresistible	The puppy's eyes were irresistible.
-ious	anxious	Spiders make me feel anxious.	-quet	banquet	The school banquet is next week.
-cious	malicious	The bully made malicious threats.	sub-	submersible	The research team has a submersible boat.
ex-	extreme	Today is extreme fire danger.	-eous	miscellaneous	The box holds miscellaneous items.
-ship	relationship	Tim has a good relationship with his brother.	-ise/yse	popularise	His books helped to popularise the sport.
-ent	obedient	Our dog is obedient.	-ive	inclusive	All prices are inclusive of GST.
-ary	documentary	We watched a documentary about sustainability.	-icle/acle	chronicle	It is a chronicle of Australian history.
ou as 'u'	nourish	Whole food will nourish your body.	-cal	reciprocal	She had hoped for a reciprocal gift.
cir-	circumference	The equator runs around the circumference of the earth.	silent n	solemn	The man's face was solemn.
-ar	circular	We made circular patterns in the sand.	con-	convenience	The convenience of supermarkets is undeniable.
-ment	measurement	Give the measurement in millimetres.	silent g	paradigm	Social media has created a paradigm shift.



Stage 1, 2 & 3 Phonic Based Spelling Template

Term	Stage 1	Stage 2	Stage 3
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Stage 4, 5 & 6 Phonic Based Spelling Template

Term	Stage 4	Stage 5	Stage 6
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16			

Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

The Term 1, 2, 3 & 4 placement screens are located within the downloadable [Year 3, 4, 5 & 6 Screening & Tracking Manual](#).

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%	

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



End of Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 2)



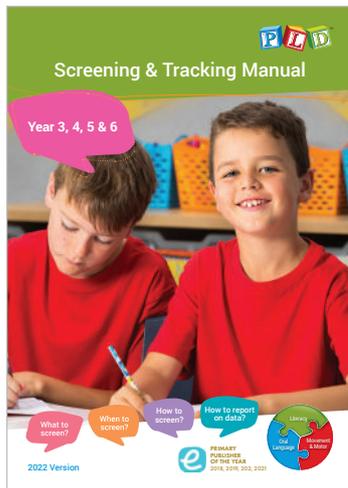
Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word	Test Word in a Sentence	Stage 3	Test Word	Test Word in a Sentence
Target 1 CVC	dog	The dog likes bones.	dge	badge	He got the honour badge.
	jug	Pour the jug of milk.	igh	delight	She squealed with delight.
	pit	I fell in the pit.	tch	itchy	The bites are itchy.
	fun	The party was fun.	ph	trophy	I won a trophy.
	mop	Mop the floor.	ea	thread	Thread the needle.
Target 2	sh	Put food on the dish.	mb	crumb	The mouse ate the crumb.
	ch	The man is rich.	gg	stagger	He walked with a stagger.
	th	I want to go with them.	-ey	hockey	We play hockey.
	ck	I have lost one sock.	ce	replace	Replace the batteries.
	ee	Feed your dog.	air	dairy	I am allergic to dairy.
	oo	Don't shoot the birds.	ore	restore	Can you restore the program?
	qu	She quit ballet.	-le	sniffle	I have a sniffle.
Target 3 CCVC & CVCC	clap	The baby can clap.	-ge	plunge	Plunge into the pool.
	twin	I have a twin sister.	-or	inspector	The inspector found termites.
	sold	Dad sold our house.	qu	quaint	It is a quaint cottage.
	lift	Lift me up.	tion	fiction	I love to read fiction.
	went	I went to the shop.			
Target 4	ay	The tree will sway in the wind.	Stage 4	Test Word	Test Word in a Sentence
	ing	What is that thing?	a as 'o'	squadron	In the air force a squadron is typically made up of 12 to 24 aircraft.
	or	Go north.	ch as 'k'	chemist	Get the pills from the chemist.
	ar	Put your name on the chart.	g as 'j'	generation	Our family has lived here for a generation.
	all	The glass will fall.	ear as 'er'	rehearse	Can you rehearse with me?
	ai	Mum will paint my room.	age as 'ij'	advantage	He had an advantage.
	er	Never be rude.	augh	caught	She caught the ball.
	oi	Mud will spoil your dress.	si as 'zh'	conclusion	The conclusion was surprising.
	oy	Enjoy your holidays.	ti as 'sh'	consideration	Show consideration for others.
Stage 2	Test Word	Test Word in a Sentence	ai as 'e'	bargain	I got a bargain at the shops.
CCC/CC	strong	I am strong.	c as 's'	parcel	The parcel is for mum.
CCC/CC	thrust	She thrust her hands in her pockets.	ous	miraculous	It was a miraculous escape.
-ss	spill	Don't spill your milk.	y as 'i'	symbol	The dollar sign is a symbol.
a-e	plate	Put your food on the plate.	rr	embarrassed	She was so embarrassed.
i-e	spine	Your spine is your back.	silent u	disguise	It is a clever disguise.
ir	twirl	She loves to twirl and dance.	our as 'schwa er'	demeanour	He has a happy demeanour.
ow	elbow	He hurt his elbow.	tu as 'ch'	agriculture	The science of farming is agriculture.
oa	roast	Mum made roast for dinner.			
ew	chew	Chew your food!			
ou	ground	Put it on the ground.			
aw	lawn	He mowed the lawn.			
ea	cream	I love strawberries and cream.			
ue	blue	My favourite colour is blue.			
ur	purse	Put your money in the purse.			
-y	sticky	Honey is sticky.			
kn	knee	I scratched my knee.			

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.
Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.

Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5	Test Word	Test Word in a Sentence	Stage 6	Test Word	Test Word in a Sentence
ac-	accomplice	The robber had an accomplice.	ch as 'sh'	moustache	Dad shaved his moustache.
-tial	residential	The speed limit is 50 in residential areas.	ob-	obnoxious	That dreadful girl is obnoxious.
-ate	authenticate	Authenticate means to prove something genuine.	-ous	precocious	My little sister is precocious.
-able	comparable	Nobody is comparable to this athlete.	silent h	ghastly	What is that ghastly smell?
-ible	accessible	It is only accessible by boat.	para-	paraphernalia	Put all that paraphernalia away.
-al	original	The gallery has the original painting.	il-	illiterate	Illiterate means you cannot read and write.
-ious	oblivious	He was oblivious to the time.	-quet	croquet	They play croquet on the lawn.
-cious	luscious	It was a luscious, sweet cake.	sub-	subcontinent	The subcontinent of India is a part of Asia.
ex-	except	I love animals, except cats.	-eous	simultaneous	We can do simultaneous cartwheels.
-ship	apprenticeship	He has a carpentry apprenticeship.	-ise/yse	exercise	Swimming is great exercise.
-ent	independent	She is an independent thinker.	-ive	protective	The bird was protective of its chicks.
-ary	temporary	This is just a temporary job.	-icle/acle	tentacle	A jellyfish tentacle can sting.
ou as 'u'	encourage	I encourage you to study hard.	-cal	hysterical	She was hysterical when she saw the rat.
cir-	circumscribe	Circumscribe means to keep within limits.	silent n	condemn	Will the judge condemn the man?
-ar	perpendicular	Those lines are perpendicular.	con-	congregation	The congregation had 100 members.
-ment	commitment	Sport requires commitment to your team.	silent h	exhaust	Running will exhaust her.



Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

The Term 1, 2, 3 & 4 placement screens are located within the downloadable [Year 3, 4, 5 & 6 Screening & Tracking Manual](#).

Quick Reference Guide: Percentage Conversions for Tracking Sheets

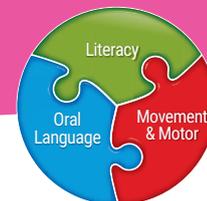
Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5												
	20%	40%	60%	80%	100%												
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7										
	14%	28%	42%	57%	71%	85%	100%										
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9								
	11%	22%	33%	44%	55%	66%	77%	88%	100%								
Stage 2, 3, 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%	

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



End of Term 2 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 3)



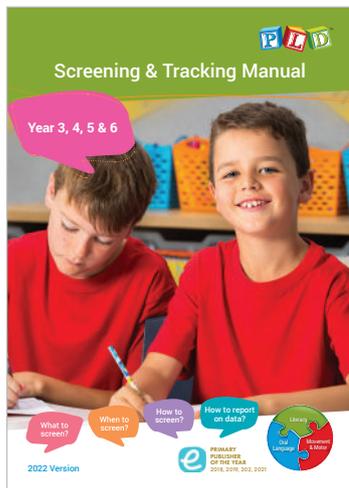
Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word	Test Word in a Sentence	Stage 3	Test Word	Test Word in a Sentence
Target 1 CVC	fog	It is a thick fog.	dge	pledge	A pledge is a promise.
	get	Get your hat.	igh	bright	The sun is very bright.
	pad	Write on the pad.	tch	stretch	Stretch before you exercise.
	sun	The sun is hot.	ph	dolphin	The dolphin eats fish.
	man	The man and his dog.	ea	breakfast	I have toast for breakfast.
Target 2	sh	shop	mb	thumb	He hit his thumb.
	ch	much	nn	channel	Dad will change the channel.
	th	with	-ey	jockey	The jockey rode the horse.
	ck	luck	ce	embrace	I saw mum and dad embrace.
	ee	keep	are	aware	I was not aware you were coming too.
	oo	hook	ore	ignore	Ignore the silly girls.
	qu	queen	-le	scribble	My brother likes to scribble.
Target 3 CCVC & CVCC	flag	The flag is flapping.	-ge	hinge	The door hinge squeaks.
	glad	I am glad you are here.	-or	spectator	Mum enjoys being a spectator on sports day.
	soft	Feathers are soft.	qu	quarter	Come at a quarter past three.
	pond	The ducks swim in the pond.	tion	option	You have the option to stay.
	bank	Put your money in the bank.	Stage 4	Test Word	Test Word in a Sentence
Target 4	ay	today	a as 'o'	quantity	It is a large quantity.
	ing	cling	ch as 'k'	character	Pop is a real character.
	or	port	g as 'j'	engineer	My sister is an engineer.
	ar	march	ear as 'er'	earthworm	The bird eats the earthworm.
	all	stall	age as 'ij'	stoppage	There is a power stoppage today.
	ai	brain	augh	daughter	My daughter is five years old.
	er	winter	si as 'zh'	procession	There was a procession through town.
	oi	joint	ti as 'sh'	conversation	I had a conversation with him.
Stage 2	oy	boy	ai as 'e'	certain	Are you certain that is correct?
	Test Word	Test Word in a Sentence	c as 's'	cellar	The wine is kept in the cellar.
	CCC/CC	strand	ous	prosperous	We wish you a prosperous new year.
	CCC/CC	squint	y as 'i'	mystery	I love to read a good mystery.
	-ss	frizz	rr	barricade	They were stopped by the police barricade.
	a-e	skate	silent u	guarantee	There is no guarantee you will win.
	i-e	slime	our as 'schwa er'	humour	She has a great sense of humour.
	ir	squirm	tu as 'ch'	sculpture	Did you see the marble sculpture?
	ow	shallow			
	oa	coach			
	ew	grew			
	ou	around			
	aw	straw			
	ea	reach			
	ue	true			
ur	nurse				
-y	frosty				
kn	know				

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.
Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.

Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5	Test Word	Test Word in a Sentence	Stage 6	Test Word	Test Word in a Sentence
ac-	accede	When will the prince accede to the throne?	ch as 'sh'	brochure	We looked at the travel brochure.
-tial	confidential	Confidential means to keep private.	ob-	obstacle	The obstacle course was fun.
-ate	congregate	To come together as a group is to congregate.	-ous	judicious	Judicious means showing good sense.
-able	irritable	She is irritable when she is sick.	silent p	pneumonia	Nan is in hospital with pneumonia.
-ible	reversible	The jacket is reversible.	para-	paragraph	A paragraph is a group of sentences.
-al	political	He represents that political party.	im-	imprecise	The witness gave imprecise descriptions.
-ious	notorious	Ned Kelly was a notorious outlaw.	-quet	bouquet	Dad bought mum a bouquet of flowers.
-cious	suspicious	She is acting very suspicious.	sub-	subversive	A subversive person is a troublemaker.
ex-	extension	He finished the extension on our house.	-eous	spontaneous	To be spontaneous is to be unplanned.
-ship	premiership	Our team won the premiership.	-ise/yse	sympathise	I can sympathise with your pain.
-ent	complacent	Complacent means to be careless and smug.	-ive	innovative	It is an innovative idea.
-ary	complimentary	My report was very complimentary.	-icle/acle	spectacle	He made such a spectacle.
ou as 'u'	flourish	The flowers flourish on the bank of the pond.	-cal	chronological	The history book is chronological.
cir-	circumnavigate	The captain aimed to circumnavigate the world.	silent n	column	Add up each column.
-ar	grammar	Good writers check their grammar.	con-	contemporary	Our contemporary society is complex.
-ment	embarrassment	I turned red with embarrassment.	silent h	rhythm	Hear the rhythm of the drums.



Stage 1, 2 & 3 Phonic-Based Spelling Template

Stage 1	Stage 2	Stage 3
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Stage 4, 5 & 6 Phonic-Based Spelling Template

Stage 4	Stage 5	Stage 6
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16		

Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

The Term 1, 2, 3 & 4 placement screens are located within the downloadable [Year 3, 4, 5 & 6 Screening & Tracking Manual](#).

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%	

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



End of Term 3 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 4)



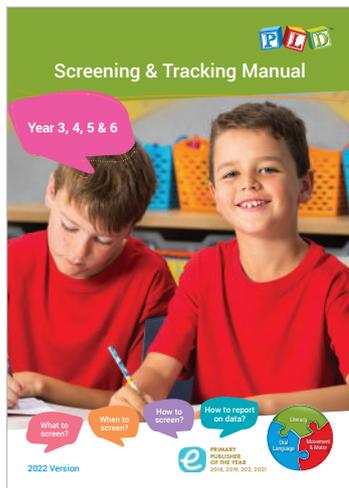
Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word	Test Word in a Sentence	Stage 3	Test Word	Test Word in a Sentence
Target 1 CVC	log	Sit on the log.	dge	smudge	Don't smudge your work.
	yet	Have you done it yet?	igh	mighty	It is a mighty river.
	pan	Put eggs in the pan.	tch	switch	Can I switch with you?
	nut	Crack the nut.	ph	pamphlet	I received the pamphlet.
	wet	I am wet.	ea	pleasant	It was a pleasant smell.
Target 2	sh	wish	bt	doubt	I doubt you are correct.
	ch	chat	tt	kettle	Boil the kettle.
	th	then	-ey	turkey	We had turkey for dinner.
	ck	rock	ce	necklace	Mum has a new necklace.
	ee	seem	are	compare	Don't compare yourself to others.
	oo	book	ore	explore	He liked to explore the bush.
	qu	quick	-le	sparkle	The gem stone began to sparkle.
Target 3 CCVC & CVCC	skip	I can skip.	-ge	sing	Stay back or you will sing your eyebrows.
	grin	See him grin.	-or	elevator	Take the elevator to the next floor.
	mint	Make peas with mint.	qu	require	You will require a ticket.
	hold	Hold on tight.	tion	section	Finish this section before lunch.
	crash	I had a crash.			
Target 4	ay	Can you stay?	Stage 4	Test Word	Test Word in a Sentence
	ing	The bee can sting.	a as 'o'	wander	Watch him or he will wander.
	or	You will need a torch.	ch as 'k'	orchid	My favourite flower is an orchid.
	ar	You are very smart.	g as 'j'	danger	Beware of danger.
	all	Throw the ball.	ear as 'er'	heard	I heard a bird.
	ai	Slow as a snail.	age as 'ij'	voyage	It was a long ocean voyage.
	er	We live at number four.	augh	taught	My teacher taught me to read.
	oi	You can join our group.	si as 'zh'	concussion	He got a concussion when he fell.
	oy	This is my toy.	ti as 'sh'	exclamation	I heard an exclamation of surprise.
Stage 2	Test Word	Test Word in a Sentence	ai as 'e'	fountain	There is a fountain in the pond.
CCC/CC	sprint	It was a fast sprint.	c as 's'	pencil	Use pencil not pen.
CCC/CC	drench	The rain will drench you.	ous	momentous	It was a time of momentous change.
-ss	scuff	You will scuff your shoes.	y as 'i'	typical	Today is just a typical day.
a-e	brave	He was very brave.	rr	correspond	Would you correspond with me?
i-e	drive	Can you drive a car?	silent u	vague	His answers were very vague.
ir	thirty	My mum is thirty years old.	our as 'schwa er'	favourite	Chocolate is my favourite.
ow	throw	Throw the ball.	tu as 'ch'	structure	It is a huge structure.
oa	throat	I have a sore throat.			
ew	blew	He blew his nose.			
ou	amount	It is a large amount.			
aw	prawn	I love prawn salad.			
ea	dream	I had a bad dream.			
ue	glue	Stick it on with glue.			
ur	burst	The balloon will burst.			
-y	handy	A piece of string is very handy.			
kn	knew	I knew the answer.			

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.
Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.

Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5	Test Word	Test Word in a Sentence	Stage 6	Test Word	Test Word in a Sentence
ac-	accordion	Nan can play the accordion.	ch as 'sh'	chandelier	Don't swing from a chandelier.
-tial	influential	He is an influential community member.	ob-	obtrusive	Obtrusive means unwelcome and in the way.
-ate	accentuate	Accentuate means to make it more obvious.	-ous	deciduous	Fruit trees are deciduous.
-able	knowledgeable	He is knowledgeable about many subjects.	silent h	rhubarb	Rhubarb and apple crumble is the best.
-ible	possible	Anything is possible if you try.	para-	parallel	Draw two parallel lines.
-al	professional	He is a professional sportsman.	in-	incredible	It was an incredible story.
-ious	ambitious	She is extremely ambitious.	-quet	tourniquet	A tourniquet compresses and stops blood flow.
-cious	spacious	It is a spacious room.	sub-	subterranean	Subterranean means under the earth's surface.
ex-	explode	The dynamite will explode.	-eous	courteous	She is courteous and respectful.
-ship	scholarship	She won a scholarship.	-ise/yse	analyse	Analyse means to examine in detail.
-ent	absorbent	Which paper towel is more absorbent.	-ive	digestive	Probiotics support your digestive system.
-ary	preliminary	We lost the preliminary final.	-icle/acle	follicle	The hair follicle is infected.
ou as 'u'	discourage	I would discourage you from smoking.	-cal	symmetrical	A circle is a symmetrical shape.
cir-	circumstantial	It was circumstantial evidence.	silent p	pseudonym	The author uses a pseudonym.
-ar	registrar	A registrar keeps records.	con-	confederate	Local groups united to form confederate councils.
-ment	commencement	The commencement of the test will be 2pm.	silent t	mortgage	We have a mortgage on our home.



Stage 1, 2 & 3 Phonic-Based Spelling Template

Stage 1	Stage 2	Stage 3
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Stage 4, 5 & 6 Phonic-Based Spelling Template

Stage 4	Stage 5	Stage 6
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Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

The Term 1, 2, 3 & 4 placement screens are located within the downloadable [Year 3, 4, 5 & 6 Screening & Tracking Manual](#).

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%	

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

Stage 1, 2 & 3 Phonic-Based Spelling Placement Screen Template

Name: _____

Term: _____

*Remember to commence testing from Stage 1

Stage 1		Stage 2	Stage 3
Target 1 Score ___/5= ___%	1		
	2		
	3		
	4		
	5		
Target 2 Score ___/7= ___%	6		
	7		
	8		
	9		
	10		
	11		
	12		
Target 3 Score ___/5= ___%	13		
	14		
	15		
	16		
	17	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	<input type="checkbox"/>	<input type="checkbox"/>
	26	Additional observations	Additional observations
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score ___/26= ___%	Stage 2 Score ___/16= ___%	Stage 3 Score ___/16= ___%

Stage 4, 5 & 6 Phonic-Based Spelling Placement Screen Template

Name:

Term:

*Remember to commence testing from Stage 1

	Stage 4	Stage 5	Stage 6
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Additional observations	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Additional observations	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Additional observations
	Stage 4 Score ____/16= ____%	Stage 5 Score ____/16= ____%	Stage 6 Score ____/16= ____%

Quick Reference: Percentage Conversions

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

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

Appendix

Additional Assessments for Students Operating at a Junior Primary Level



Which Students Still Require Decodable Reading Material?

Option 1: Words Read Correctly Per Minute (WCPM)



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.

Name of Student		Year	
Administered By		Date of Sample	

Preparation:

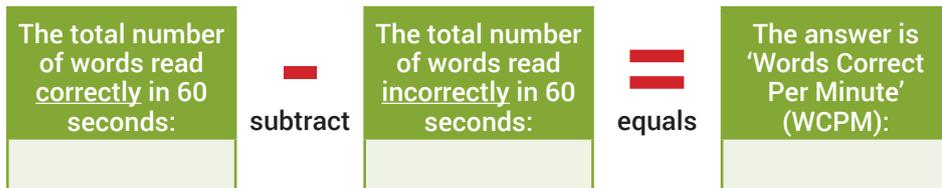
Select an unfamiliar passage that is appropriate for the student's reading level. Make two copies. One copy is for the student to read from and the other is to be inserted into the space below.

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:



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.

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).

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

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

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

PLD's early reading screens identify the area (or areas) requiring phonic-rich targeted reading practice. On the basis of the testing results, the phonic passages within the Phonic Dictation range are ideal to be allocated for repeated timed reading.

Sample From a Year 3 Student:

Single Word Reading							
Instructions: "Read the following words. They begin easy and gradually get more difficult. I will tell you when to stop."							
<i>fast</i>	Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
	in	on	at	it	is	$\frac{5}{5} = 100\%$	<input type="checkbox"/> Blending each letter <input checked="" 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	$\frac{5}{10}$	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
	sad	job	hug	big	nut	$\frac{5}{10}$	<input checked="" type="checkbox"/> Whole word reading <input type="checkbox"/> Other
<i>slow weel down fast</i>	Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
	shut	chip	them	shot	such	$\frac{18}{20}$	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input checked="" type="checkbox"/> Other <i>most likely sounding in head</i>
	this	keep	room	book	week		
	food	thick	suck	teeth	cook	$\frac{90}{100}$	
	rock	quick	look	whip	quiz		
<i>slowed down</i>	Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
	track	twin	flag	plan	owl	$\frac{6}{10}$	<input checked="" type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
	left	cold	hand	bump	rent	$\frac{60}{100}$	

Introduce Repeated Reading or 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

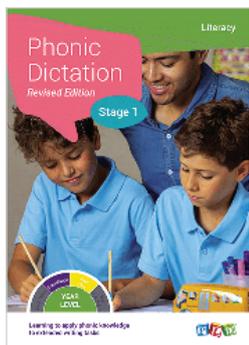
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading

Read 1	Read 2	Read 3	Read 4
--------	--------	--------	--------

The Tent in the Wind

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



Phonic Dictation Stage 1 - Code: Md1

Task 1: Reading Practice

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

Optional: Time each reading

Read 1	Read 2	Read 3	Read 4
--------	--------	--------	--------

The Queen and the Quilt

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

Task 1: Reading Practice

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

Optional: Time each reading

Read 1	Read 2	Read 3	Read 4
--------	--------	--------	--------

Fred's Trip

Fred went on a trip in his truck. Fred went on a track in his truck. Crash, smash, bang! Fred's truck hit a tree. Fred cannot go on his trip.

Early Reading Screen for Middle and Upper Primary Students Operating at a Junior Primary Level

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 begin easy and gradually get more difficult. I will tell you when to stop."

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
in	on	at	it	is	___/5 = ____%	<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 Test Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	___/20 = ____%	<input type="checkbox"/> Blending each letter <input type="checkbox"/> Onset & rime reading <input type="checkbox"/> Whole word reading <input type="checkbox"/> Other
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		

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

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

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

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

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

- i.) Is the letter naming (rather than alphabet sounds) complicating decoding efforts?
- ii.) Is phonic knowledge limiting decoding/reading performance?
- iii.) Is the student experiencing difficulties blending while decoding?

- Yes No
- Yes No
- Yes No

Notes

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

Early Reading Screen - Stimulus Sheet 1

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

Exercise 1: VC Words

in on at it is

Exercise 2: Stage 1 Target 1

fan vet yes sum got

sad job hug big nut

Exercise 3: Stage 1 Target 2

shut chip them shot such

this keep room book week

food thick suck teeth cook

rock quick look whip quiz

Early Reading Screen - Stimulus Sheet 2

Exercise 4: Stage 1 Target 3

track twin flag plan clip

left cold hand bump rent

Exercise 5: Stage 1 Target 4

short tray fall march snail

thing sister point smart toy

Early Reading Screen - Stimulus Sheet 3

Exercise 6: Stage 2 Phonic Concepts

splash drench season sprung squirm

knee lie return coached sky

mouth shallow trade true swerve

yawn drew creepy crown broke

Exercise 7: Stage 3 Phonic Concepts

embrace twinkle climb plunge

explore stretch function repair

appear behind visitor mighty

feather towards anywhere donkey

smudge aboard quaint telephone

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

Supporting these Pre-CVC Students Requires Two Key Steps:

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

Phonemic awareness

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

Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)
 Instructions: "Put the sounds together and guess the word _____."
 m (1 sec pause) u (1 sec pause) g = f (1 sec pause) a (1 sec pause) t = b (1 sec pause) e (1 sec pause) d =
 t (1 sec pause) a (1 sec pause) o = f (1 sec pause) i (1 sec pause) t = **Score** _____ /5 = _____ %

Negative Observations (suggesting further skill development is required, even if the student scored 100%)
 i.) Was the task presented with short pauses between sounds? Yes No
 ii.) Did the student request the sounds to be repeated? Yes No
 iii.) Did the student repeat the sounds in order to process the task? Yes No
 iv.) Did the task appear difficult? Yes No
 v.) Other _____

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)
 Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words?"
 top Sounded t-o-p Other lid Sounded l-i-d Other web Sounded w-e-b Other
 bug Sounded b-u-g Other rag Sounded r-a-g Other **Score** _____ /5 = _____ %

Negative Observations (suggesting further skill development is required)
 i.) Did the student confuse the task and provide letter names? Yes No
 ii.) Did the task appear difficult? Yes No
 iii.) Other _____

Alphabet sounds

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

Prerequisite Skill 3: Alphabetic Sound Recall (Refer to the following Stimulus Sheet)
 Instructions: "What are these sounds. Say them as quickly as you can."
 s d g j
 p c b q
 a f o z
 i e u w
 t m u x
 n r l v
 Group 1 Score _____ /6 Group 2 Score _____ /6 Group 3 Score _____ /6 y
 k

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

Group 4 Score _____ /8
Overall Score _____ /26

Plot the results of the assessments in the tracking sheet.

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

PRE-LITERACY PROGRAMS

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

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

Stage 1 Synthetic Phonics Flipbook - Code: SP1

Learning to Blend Onset and Rime - Code: L2B1

PLD PHONIC APPS

Reading Race 1a

Spell Star 1a

Two Player 1a

CVC LITERACY PROGRAMS

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

Stage 1 Decoding and Spelling Games - Code: Bsw1

Alphabet Letter Sounds - Code: Bal

First Name	Low entry students preparing for CVC			Week 1 in Term 1: Class Profile				Stage 2
	Alphabet sounds	Blending 3 Phonemes	Segmentation	Stage 1				
				Target 1	Target 2	Target 3	Target 4	
	CVC	sh, ch, th, oo, ee	CCVC	ar, or, er, ay, all, oi				
Learning Focus: Prettest / phonic individual sounds								
?	26	5 = %	5 = %	20%	0%			
?				40%	0%			
?				40%	0%			
?				0%	0%			
?				0%	0%			
?				0%	15%			
?				20%	0%			
Learning Focus: CVC & Target 2 sounds (sh, ch, th)								
				60%	0%	0%		
				40%	15%	0%		
				20%	15%	0%	10%	
				60%	15%	0%	0%	
				80%	15%	0%		
				80%	15%	0%		
				100%	15%	0%		
				80%	15%	40%	0%	

Professional Learning to Support Students with Low Literacy Skills

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

Revised for 2022
 Year 1 & 2 Year 3, 4, 5 & 6
 Online Course
Teaching Students Unable to Read, Spell and Write
 Developing the skills for success

Difficulty Acquiring Stage 1 Target 1 (CVC Words)

Present when students score 0%-20% in CVC reading and spelling tasks.

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

Instructions: "Read the following words."

pin	tap	sit	hat	kit	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")
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."

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

Negative Observations

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

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

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

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

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

m (1 sec pause) u (1 sec pause) g = <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 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"/>	d <input type="checkbox"/>	g <input type="checkbox"/>	j <input type="checkbox"/>
p <input type="checkbox"/>	c <input type="checkbox"/>	b <input type="checkbox"/>	q <input type="checkbox"/>
a <input type="checkbox"/>	h <input type="checkbox"/>	o <input type="checkbox"/>	z <input type="checkbox"/>
i <input type="checkbox"/>	e <input type="checkbox"/>	f <input type="checkbox"/>	w <input type="checkbox"/>
t <input type="checkbox"/>	m <input type="checkbox"/>	u <input type="checkbox"/>	x <input type="checkbox"/>
n <input type="checkbox"/>	r <input type="checkbox"/>	l <input type="checkbox"/>	v <input type="checkbox"/>
Group 1 Score _____/6	Group 2 Score _____/6	Group 3 Score _____/6	y <input type="checkbox"/>

Negative Observations (suggesting further skill development is required)

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

Group 4 Score _____/8

Overall Score _____/26

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")

Negative Observations

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

Notes

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

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

Score:

/10 = ____%

Negative Observations

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

Notes

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

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

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

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

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

Negative Observations (suggesting further skill development is required)

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

Notes

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

swum <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) Alphabet Sound Recall
 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"/>	<input type="checkbox"/>	d	<input type="checkbox"/>	<input type="checkbox"/>	g	<input type="checkbox"/>	<input type="checkbox"/>	j	<input type="checkbox"/>	<input type="checkbox"/>
p	<input type="checkbox"/>	<input type="checkbox"/>	c	<input type="checkbox"/>	<input type="checkbox"/>	b	<input type="checkbox"/>	<input type="checkbox"/>	q	<input type="checkbox"/>	<input type="checkbox"/>
a	<input type="checkbox"/>	<input type="checkbox"/>	h	<input type="checkbox"/>	<input type="checkbox"/>	o	<input type="checkbox"/>	<input type="checkbox"/>	z	<input type="checkbox"/>	<input type="checkbox"/>
i	<input type="checkbox"/>	<input type="checkbox"/>	e	<input type="checkbox"/>	<input type="checkbox"/>	f	<input type="checkbox"/>	<input type="checkbox"/>	w	<input type="checkbox"/>	<input type="checkbox"/>
t	<input type="checkbox"/>	<input type="checkbox"/>	m	<input type="checkbox"/>	<input type="checkbox"/>	u	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
n	<input type="checkbox"/>	<input type="checkbox"/>	r	<input type="checkbox"/>	<input type="checkbox"/>	l	<input type="checkbox"/>	<input type="checkbox"/>	v	<input type="checkbox"/>	<input type="checkbox"/>
Group 1 Score ____/6			Group 2 Score ____/6			Group 3 Score ____/6			y	<input type="checkbox"/>	<input type="checkbox"/>
									k	<input type="checkbox"/>	<input type="checkbox"/>
									Group 4 Score ____/8		
									Overall Score ____/26		

Negative Observations (suggesting further skill development is required)

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

Plan - select from the following

- A The student requires specific CVCC reading material, worksheets and CVCC spelling and writing tasks.
- B The student requires Pre-CVCC skill development and specifically a program targeting:
 - 4 Sound / Phoneme Blending (to support CVCC decoding/reading)
 - Segmentation of CVC Words (to support CVCC spelling and writing)
- C The student would benefit from a combination of A and B.
- D Daily scheduling of PLD apps. E Other: _____



CVCC Single Word Reading and Spelling Stimulus Sheet

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

gift

lisp

sank

limp

lamp

sent

tusk

send

list

pulp

Subtest 3: Alphabetic Sound Recall -

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

s

p

a

i

t

n

d

c

h

e

m

r

g

b

o

f

u

l

j

q

z

w

x

v

y

k

Glossary of Terms

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

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

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

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

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

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

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

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



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