Teaching Sequence Manual

Early Years

Kindergarten (WA, QLD, SA, TAS)
Preschool (ACT, NT, NSW, VIC)

What to teach?

When to teach?

How to cater for the range in ability?

Literacy
Oral Language
Movement & Motor

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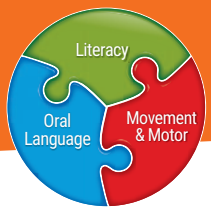
Introduction



What to teach and when to teach in the Early Years using PLD's approach

It is essential for Early Childhood theory to be balanced with opportunities for targeted and repeated skill development. This builds readiness for the Foundation school year. For best outcomes, play and child centred approaches need to be balanced with targeted instruction.

Getting Started with PLD in the Early Years

Step 1: Understanding PLD's Implementation in Early Years

- Refer to the termly teaching sequences located within this manual which extensively cover Literacy, Oral Language and Movement & Motor.
- Download the Parent Education Sheets for this semester.
- Download the Early Years Screening & Tracking Manual.
- Upskill or refresh your knowledge by completing the Pre-literacy in the Early Years online course. The course consists of four videos, video 1 and 2 relate to semester 1 and videos 3 and 4 relate to semester 2. At a minimum view the initial two videos over a two hour period. Alternatively, book into and attend one of the PLD Literacy and Learning seminars held throughout Australia.

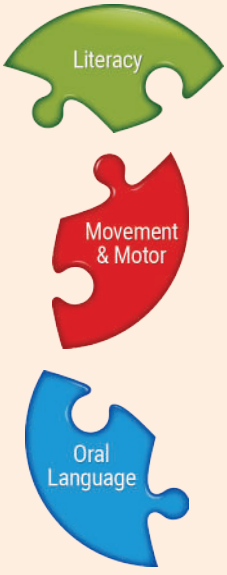
Online Course

Seminar

Step 2: Following the Viewing of an Online Course or Attending Professional Development

- Make a start with PLD in Term 1 by viewing the 'Teaching Sequences' in this manual.
- Make a start with PLD in Terms 2, 3 & 4 by profiling the class using the screens outlined in the Early Years Screening & Tracking Manual.

Following the what to teach and when to teach sequence outlined in this handy term-by-term manual, by the end of the school year the average Early Years student should;



Literacy

- Have acquired strong initial sound (or phoneme) awareness.
- Have knowledge of at least half of the alphabet sounds.
- Have acquired onset and rime blending.

Movement and Motor

- Be able to demonstrate emerging letter formation skills for at least half of the alphabet.
- Be able to demonstrate a range of fine motor skills.
- Be able to demonstrate a range of gross motor skills.

Oral Language

- Have the vocabulary for a range of semantic groups.
- Have the ability to formulate thoughts into sentences.
- Be able to answer Marion Blank level 2 and 3 picture book comprehension questions.

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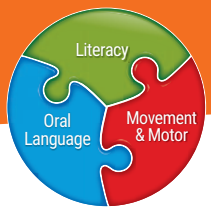
Term 1 Simple Sentences Segmented into Words, Vocabulary, & Phonological Awareness Training



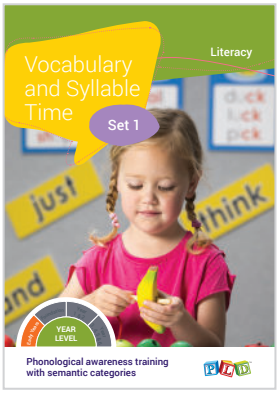
This period marks the time in which many children transition from home to an 'early childhood setting'. Over the term, children learn the routines, while participating in activities and teaching that targets the development of simple sentence speaking along with vocabulary and phonological awareness skills. Throughout the term children will learn to:

- Verbalise simple sentences and divide them into words.
- Segment and blend 2 and 3 syllable words (an introductory phonological awareness skill).
- Learn and extend the vocabulary of common semantic groups.
- Rehearse the motor programs and formation of pre-writing patterns.

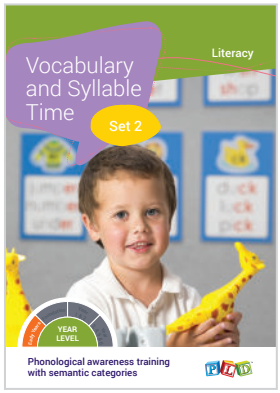
Week	Phonological Awareness Skill: Blending and Segmenting	Phonic Concepts	Preparation for Letter Formation: Pre-writing Patterns	Oral Language: Simple Sentence Construction
1	Blending & segmenting 2 & 3 syllable **fruit** words	Instruction begins in Semester 2 following explicit phonological awareness teaching scheduled in Semester 1.	Over Term 1 target three of the six basic patterns that form the basis of most letter formations: • Week 1 - 3: 'Sideways lines left to right' • Week 4 - 6: 'Start at the top - Tall lines' • Week 7 - 9: 'Start at the top - Short lines' • Week 10: Revision of all three patterns	Use transition times to practice verbalising simple repetitive sentences segmented into words. For example when transitioning out the door, the child steps through a series of hoops saying.... • I am ... years old. • My favourite colour is ... • I like eating .... [fruit]. • Today I am wearing .... colour and/or clothing]. • My hair is .... [colour and/or adjective e.g. straight, curly, long, short]. • I like to play with the .... • I am friends with .....
2	Blending & segmenting 2 & 3 syllable **Australian animals** words			
3	Blending & segmenting 2 & 3 syllable **clothing and shoes** words			
4	Blending & segmenting 2 & 3 syllable **food** words			
5	Blending & segmenting 2 & 3 syllable **colour and shapes** words			
6 **Screen**	Blending & segmenting 2 & 3 syllable **zoo animals** words			
7	Blending & segmenting 2 & 3 syllable **mini beasts** words			
8	Blending & segmenting 2 & 3 syllable **transport** words			
9	Blending & segmenting 2 & 3 syllable **salad and vegetables** words			
10 **Screen**	Blending & segmenting 2 & 3 syllable **sea creatures** words			

Screen: Indicates this week is the ideal time to hold a progress check on skill development, refer to the Early Years Screening & Tracking Manual for more information.

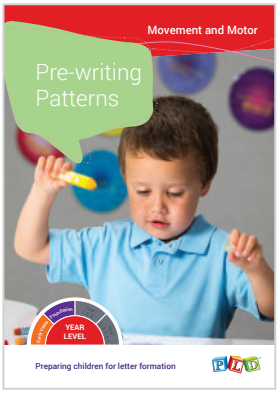
Essential Programs



Vocabulary and Syllable Time Set 1 - Code: Vst1



Vocabulary and Syllable Time Set 2 - Code: Vst2

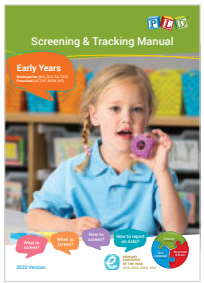


Pre-writing Patterns - Code: Mpw

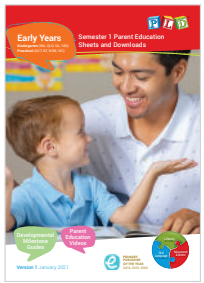
Additional Programs

If students are slow to progress and require additional targeted teaching, supplementary programs are outlined in the rear of this manual.

Downloadable Support Manuals



Early Years Screening & Tracking Manual



Early Years semester 1 Parent Education Sheets and Downloads

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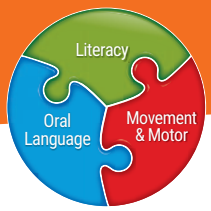
Term 2 Phonological Awareness Training focused upon Preparation for the Alphabet and Blending (Pre-reading)



Term 2 is a critical period of preparation for the semester two alphabet and blending program. Throughout this term, students learn to 'hear, say and think about' the initial sounds at the beginning of words. Initial sound awareness is broken into two steps;

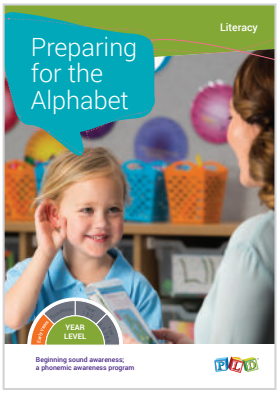
- Step 1: Continuant Sound Awareness (E.g. mmmmmm, llllll, ssssss) which are sounds that can be elongated.
- Step 2: Stop Sound Awareness (E.g. b, d, t, g) the subtle short and quiet sounds which should never be elongated.

This is a critical foundational skill that sets children up for success later in the year. When able to identify and verbalise the beginning sounds in words, children are ready to start linking this skill to the symbols of the alphabet and start acquiring the pre-reading skill of blending.

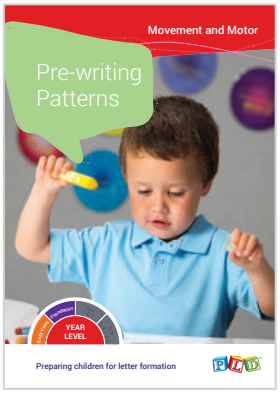
Week	Phonological Awareness Skill: Initial Sound Awareness The activities listed are from 'Preparing for the Alphabet'.	Phonic Concepts	Preparation for Letter Formation: Pre-writing Patterns	Oral Language (Speaking in a Sentences) Descriptions: Consisting of What? Colours? Parts?
1	Identification of the words/pictures cards with a single continuant initial sound: m (activity 1), l (activity 2) and s (activity 3)	Alphabet sound instruction commences in semester 2 if students have acquired the prerequisite phonemic awareness skill of initial sound awareness outlined in week 1 - 10 of Term 2.	Over Term 2 target the remaining basic patterns that form the basis of most letter formations: • Week 1 - 3: 'Circles forwards & backwards' • Week 4 - 6: 'Up and overs & down and' unders • Week 7 - 9: 'Zig-zags' • Week 10: Revision of all three patterns	Schedule daily short 5-10 minute sessions. Rather than students bringing an object from home, the descriptions are recommended to be based upon the following semantic groups. For example schedule descriptions based upon: • Week 1 & 2: Farm animals • Week 3 & 4: Furniture and items found around the home • Week 5 & 6: Zoo animals • Week 7 & 8: Transport • Week 9 & 10: Items brought in from home
2	Sorting the words/pictures cards with two contrasting continuant initial sounds: l & m (activity 4) and s & m (activity 5)			
3	Sorting the words/pictures cards with two contrasting continuant initial sounds: l & s (activity 6) and n & s (activity 7)			
4	Sorting the words/pictures cards with two contrasting continuant initial sounds: r & s (activity 8) and f & m (activity 9)			
5	Sorting the words/pictures cards with two contrasting continuant initial sounds: w & m (activity 10) and l & v (activity 11)			
6 **Screen**	Sort 2 continuant sounds with reduced contrast: r & w (activity 12) and v & f (activity 13)			
7	Identification of the words/pictures cards with a single stop initial sound: p (activity 1) and t (activity 2)			
8	Initial Sound Awareness: Identification of the words/pictures cards with two contrasting initial stop sounds: g & b (activity 3) and t & p (activity 4)			
9	Initial Sound Awareness: Identification of the words/pictures cards with two contrasting initial stop sounds: c/k & b (activity 5) and d & p (activity 6)			
10 **Screen**	Initial Sound Awareness: Identification of the words/pictures cards with two initial stop sounds with reduced contrast: c/k & g (activity 7), t & d (activity 8) and p & b (activity 9)			

Screen: Indicates this week is the ideal time to hold a progress check on skill development, refer to the Early Years Screening & Tracking Manual for more information.

Essential Programs



Preparing for the Alphabet - Code: CCPfa



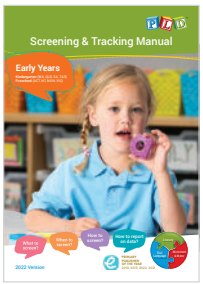
Pre-writing Patterns - Code: Mpw

Developing News Telling and Narrative Skills for 4 Year Olds - Code: Mn4

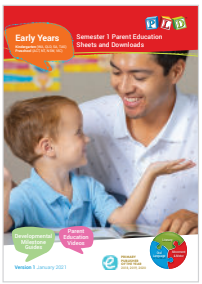
Additional Programs

If students are slow to progress and require additional targeted teaching, supplementary programs are outlined in the rear of this manual.

Downloadable Support Manuals



Early Years Screening & Tracking Manual



Early Years semester 1 Parent Education Sheets and Downloads

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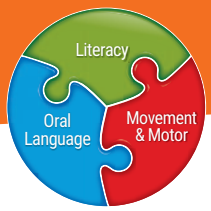
Term 3 Alphabet Instruction and the Commencement of Onset & Rime Blending



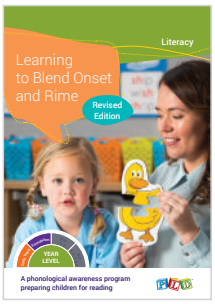
In order to successfully transition to Term 3 learning, it is critical that children have acquired strong skills in initial phoneme awareness within Term 2. If the screening at the end of Term 2 indicated that students are ready to progress onto the next skills, it is timely to commence developing alphabet sounds knowledge alongside the phonological awareness skills of onset and rime.

Sequence of presentation of the alphabet sounds: Group 1: s, a, t, p, i, n Group 2: c, h, e, r, m, d

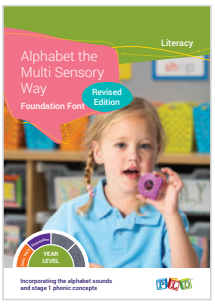
Week	Phonological Awareness Skill: Blending Onset & Rime	Phonic Concepts: Alphabet Sound Recall	Letter Formation with a Focus on Verbal Cues from Letter Formation for Little People - Step 1 - MIff	Oral Language (Speaking in Sentences) Event-Based News: Consisting of When? Who? What? Where?
1	Aim for 3 or 4 three minute onset and & rime blending tasks, each day through the term, presented to: • The whole group • Small groups • Students in pairs who are experiencing great difficulty	Introduce and teach the full set of group 1 sounds: s, a, t, p, i, n	**Level 1 & tasks:** t	Schedule daily short sessions focused upon an event that occurred within the day. The sentence outlining the event should consist of: Who? What? When? Where? For example: • This morning we did activities at the tables • Today all the children did a painting of an animal. • This morning we all cooked biscuits in the oven. • After lunch we walked to the library • Today all the kids went to Assembly Class event-based news focused upon the following topics: • Literacy activities. • Numeracy activities . • Art & craft activities. • Picture books read. • Songs being learned. • Pictures painted. • Cooking completed. • An exciting thing that happened in the day. • Play in the outdoor area. • A current theme in the room. • Excursions or incursions.
2		Re-teach & revise the full set of group 1 sounds: s, a, t, p, i, n	**Level 1 & tasks:** i	
3			**Level 1 & tasks:** n	
4			**Level 1 & tasks:** s	
5			**Level 1 & tasks:** a	
6 **Screen**		Revise the full set of group 1 sounds: s, a, t, p, i, n	**Level 1 & tasks:** p	
7			Revise **Level 1 & tasks:** s, a, t, p, i, n	
8		Revise the full set of group 1 sounds: s, a, t, p, i, n while introducing the full set of group 2 sounds: c, h, e, r, m, d	**Level 1 & tasks:** m	
9		Revise the full set of group 1 sounds: s, a, t, p, i, n and teach the group 2 sounds: c, h, e, r, m, d	**Level 1 & tasks:** r	
10 **Screen**			**Level 1 & tasks:** h	

Screen: Indicates this week is the ideal time to hold a progress check on skill development, refer to the Early Years Screening & Tracking Manual for more information.

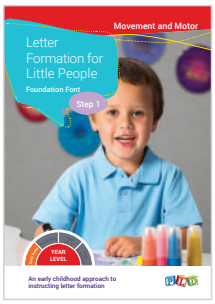
Essential Programs



Learning to Blend Onset & Rime - Code: L2b1

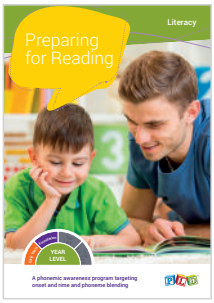


Alphabet the Multi Sensory Way - Code: Ccal/Ccalc

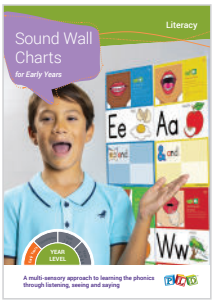


Letter Formation for Little People Step 1 - Code: MIff

Developing News Telling and Narrative Skills for 4 Year Olds - Code: Mn4



Preparing for Reading - Code: CCpfr



Sound Wall Charts for Early Years - Code: SWCey

Additional Programs

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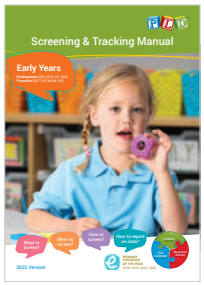
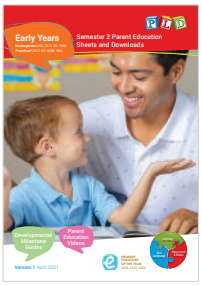
Downloadable Support Manuals



Early Years Screening & Tracking Manual



Early Years semester 2 Parent Education Sheets and Downloads

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Term 4 The Alphabet Program Extends and Three Phoneme Blending

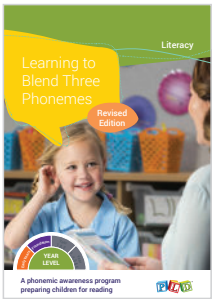
Within this term, children will be getting close to starting to decode CVC words. If the screening at the end of Term 3 indicates that students are ready to progress onto the next skills, within this term commence developing alphabet sounds knowledge alongside the phonemic awareness skill of blending three phonemes. It is imperative that letter formation skill development is matching the alphabet sounds that are being taught.

Sequence of presentation of the alphabet sounds: **Group 1:** s, a, t, p, i, n **Group 2:** c, h, e, r, m, d **Group 3:** g, o, u, l, f, b

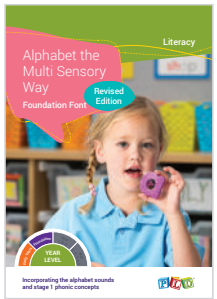
Week	Phonological Awareness Skill: Blending Three Phonemes	Phonic Concepts: Alphabet Sound Recall	Letter Formation with a Focus on Verbal Cues from Letter Formation for Little People - Step 1 - Mlff	Oral Language: Select a Picture Book for the Fortnight
1	Tasks focused upon blending three phonemes should be presented throughout the day to: • The whole group • Small groups • Students in pairs who are experiencing great difficulty Aim for 3 or 4 three minute sessions each day, consistently through the term.	Over weeks 1 - 4 revise the lowercase alphabet sounds group 1: s, a, t, p, i, n and group 2: c, h, e, r, m, d	Revise **Level 2 tasks:** m, h, r	Schedule weekly short sessions which retell familiar picture books. Retells consist of a beginning, 2 or 3 events and an ending. Focus on a new book each fortnight: • Week 1 & 2: Select a book for the fortnight e.g. 'A Sausage Went for a Walk' by Elisha Marjid. • Week 3 & 4: Select a book for the fortnight e.g. 'Hattie and the Fox' by Men Fox. • Week 5 & 6: Select a book for the fortnight e.g. 'Who Sank the Boat?' by Pamela Allen. • Week 7 & 8: Select a book for the fortnight e.g. 'Possum in the House' by Melanie Carter. • Week 9 & 10: Select a book for the fortnight e.g. 'The Very Hungry Caterpillar' by Eric Carle.
2			**Level 1 & 2 tasks:** c	
3			**Level 1 & 2 tasks:** e	
4			**Level 1 & 2 tasks:** d	
5		In week 5 continue to revise the lowercase alphabet sounds group 1: s, a, t, p, i, n and group 2: c, h, e, r, m, d while introducing the full set of group 3 sounds: g, o, u, l, f, b	**Level 1 & 2 tasks:** o	
6 **Screen**		Over weeks 6 & 7 continue to revise the lowercase alphabet sounds group 1: s, a, t, p, i, n and group 2: c, h, e, r, m, d and teach the full set of group 3 sounds: g, o, u, l, f, b	**Level 1 & 2 tasks:** g	
7			**Level 1 & 2 tasks:** l	
8		Over weeks 8 - 10 revise the lowercase alphabet sounds group 1: s, a, t, p, i, n and group 2: c, h, e, r, m, d and group 3: g, o, u, l, f, b	**Level 1 & 2 tasks:** f	
9			**Level 1 & 2 tasks:** b	
10 **Screen**			**Level 1 & 2 tasks:** u	

Screen: Indicates this week is the ideal time to hold a progress check on skill development, refer to the Early Years Screening & Tracking Manual for more information.

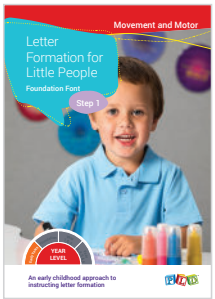
Essential Programs



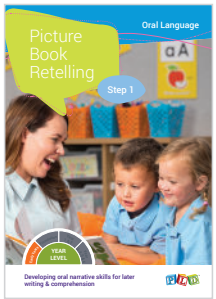
Learning to Blend Three Phonemes - Code: L2b2



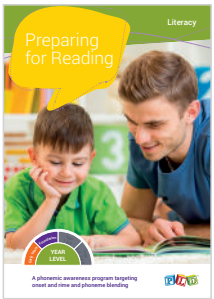
Alphabet the Multi Sensory Way - Code: Ccal/Ccalc



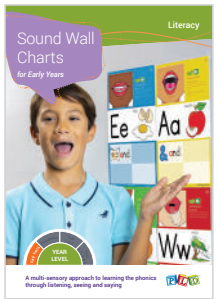
Letter Formation for Little People Step 1 - Code: Mlff



Picture Book Retelling Step 1- Code: Pbr4



Preparing for Reading - Code: CCpfr

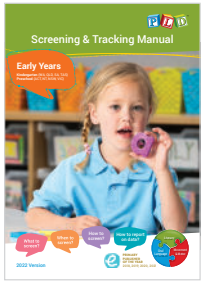


Sound Wall Charts for Early Years - Code: SWCey

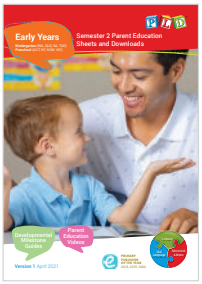
Additional Programs

If students are slow to progress and require additional targeted teaching, supplementary programs are outlined in the rear of this manual.

Downloadable Support Manuals



Early Years Screening & Tracking Manual



Early Years semester 2 Parent Education Sheets and Downloads

For an overall Early Years PLD Implementation Process visit: https://pld-literacy.org/early-years-getting-started-with-pld/

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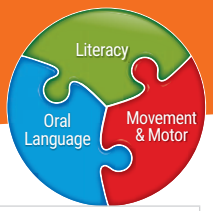
Targeting Literacy Over the Full Year



PHONOLOGICAL AWARENESS

Term 1

Phonological Awareness Skill 1: **Syllable Blending & Segmentation**

- *Two and three syllable words*

Explicit Instruction

Over Weeks 1-10 of Term 1 teach the skill of syllable Blending & Segmentation. This will consist of whole class and small group work.

Typically children require three or four three minute instruction sessions each day.

Progress Check

Week 6 (or 7), review skill development with the presentation of Subtest 1 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, establish three targeted teaching groups and schedule small group sessions with a more specific focus. For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to next skill. For the children who have not yet acquired the skill, regular short targeted sessions are a priority.

Vocabulary & Syllable Time:

Set 1 - Code: Vst1

Set 2 - Code: Vst2

Term 2

Phonological Awareness Skill 2: **Initial Sound Awareness**

- *Continuant Sound Awareness*
- *Stop Sound Awareness*

Explicit Instruction

Over Weeks 1-10 of Term 2 teach the skill of initial continuant sounds ("SSSSun starts with a … ?") and initial stop sounds ("Table starts with a ..?"). Typically students require three or four instruction sessions each day. This should be delivered to the whole group and within small group rotations.

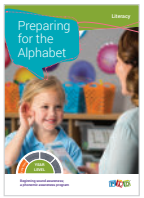
Progress Check

In Week 6 following the intensive instruction period, review skill development through the presentation of Subtest 2 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, adjust the targeted teaching groups. For the children (i.e. 80-100%) who have acquired the skill continue to consolidate and progress to next skills. For the children who have not acquired the skill, targeted sessions will be required.

Preparing for the Alphabet:



Code: CCpfa

Term 3

Phonological Awareness Skill 3: **Blending**

Term 3:

- *Onset and Rime Blending*

Explicit Instruction

Over Weeks 1-10 in Term 3 schedule regular whole group and small group onset and rime blending instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day. In addition to whole class and small group teaching time.

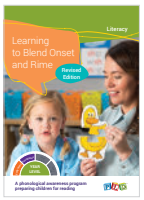
Progress Check

Week 6, review blending onset and rime skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, refine the three ability groups and schedule small group targeted sessions. For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill. For the children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Onset and Rime:



Code: L2b1

Term 4

Phonemic Awareness Skill 3: **Blending**

Term 4:

- *Three Phoneme Blending*

Explicit Instruction

Over Weeks 1-10 in Term 4 schedule regular whole group and small group blending three phoneme instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day. In addition to whole class and small group teaching time.

Progress Check

Week 6, review three phoneme blending skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, refine the three ability groups and schedule small group targeted sessions. For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill. For the children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Three Phonemes:

Code: L2B2

ALPHABET

Term 3

Alphabet Sound Knowledge (lower-case letter focus)

- *Alphabet Sound Recall (for reading)*
- *Alphabet Formation (for spelling)*

Term 3:

- *Group 1: s, a, t, p, i, n*
- *Group 2: c, h, e, r, m, d*

Explicit Instruction

Over Weeks 1-10, teach the six alphabet sounds in Group 1. Typically children require four three minute instruction sessions each day.
It is important to also integrate corresponding letter formation introduction for these sounds, so when learning to recognise the sounds children are simultaneously learning to write the sounds.

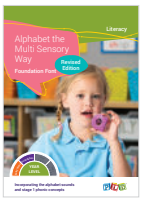
Progress Check

Week 6 screen Group 1 sounds using Subtest 4a/b and 5a/b in the Early Years Pre-Literacy Screen.

Catering for Range in Ability

Using the data collected adjust the ability groups. For the children who have acquired Group 1 sounds (i.e. 5/6 or 6/6), continue to target Group 1 sounds while progressing onto Group 2 sounds. For the children who are not acquiring alphabet sounds at the pace of their peers, schedule regular targeted sessions.

Alphabet the Multi Sensory Way:



Code: Ccal/Ccalc

Term 4

Alphabet Sound Knowledge (lower-case letter focus)

- *Alphabet Sound Recall (for reading)*
- *Alphabet Formation (for spelling)*

Term 4:

- *Group 2: c, h, e, r, m, d*
- *Group 3: g, o, u, l, f, b (Higher performing students)*

Explicit Instruction

Over Weeks 1-10, consolidate Group 1 sounds and teach the 6 alphabet sounds in Group 2. Typically children require four three minute instruction sessions each day. It is important to also integrate the corresponding letter formation instruction.

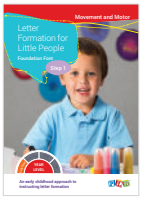
Progress Check

Week 6 screen alphabet sounds covered using Subtest 4b/c and 5b/c in the Early Years Pre-Literacy Screen.

Catering for Range in Ability

Continue targeting alphabet sound skills at a whole class and small group level right until the end of the year. Some children will be close to decoding as they have learned many of the alphabet sounds and can blend.

Letter Formation for Little People



Code: Mlff

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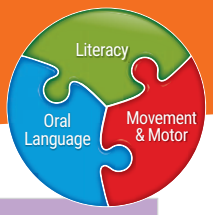
Targeting Oral Language Over the Full Year



Term 1	Term 2	Term 3	Term 4

Speaking in Grammatically Correct and Lengthy Sentences

Whole Class Instruction (5-10 minutes daily)

Simple Sentence Construction

Explicit Instruction

Use transition times to practice verbalising repetitive sentences segmented into words.

For example, when transitioning out the door, child steps through a series of hoops saying...

- My name is ____.
- I am ____years [insert age].
- My favourite colour is____.
- I am wearing____ [insert clothing].
- I like eating_____ [insert fruit].

In addition read repetitive books from the recommended picture book list which can be downloaded at:
https://pld-literacy.org/product/recommended-reading-books-for-the-early-years/

These simple repetitive picture books facilitate the development of vocabulary and grammar. Repeated readings of these simple texts is recommended.

Object Description or 'Show and Tell'

Explicit Instruction

Schedule daily short 5-10 minute sessions. Rather than students bringing an object from home, the descriptions are recommended to be based upon the following semantic groups.

For example schedule descriptions based upon:

- Week 1 & 2: Farm animals
- Week 3 & 4: Furniture and items found around the home
- Week 5 & 6: Zoo animals
- Week 7 & 8: Transport
- Week 9 & 10: Items brought in from home

Program: Mn4

Event-Based News

Explicit Instruction

Schedule daily short sessions focused upon an event that occurred within the day. The sentence outlining the event should consist of:
Who? What? When? Where?

For example:

- This morning we did activities at the tables
- Today all the children did a painting of an animal.
- This morning we all cooked biscuits in the oven.
- After lunch we walked to the library
- Today all the kids went to Assembly

Program: Mn4

Activity Retells (Option 1)

Schedule weekly activity retell sessions. The retell should be based upon a motor, simple art or cooking session and should consist of:

Made/Did? Used? Then? And then?
Programs: Ar35/Mn4

Picture Book Retelling (Option 2)

Schedule weekly short sessions which retell familiar picture books.

Retells consist of a beginning, 2 or 3 events and an ending. Focus on book each fortnight

Program: Pbr4

Vocabulary and Semantic Development

Specifically for students with oral language difficulties (10 minutes once or twice a week)

Vocabulary & Syntax

Explicit Instruction

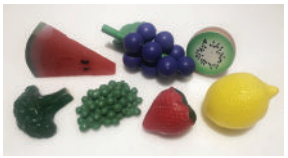
Vocabulary and sorting tasks. This context allows for the vocabulary to be added to simple sentences. The children can copy the sentences and then self generate on the basis of the following semantic categories:

TERM 1
- Food
- Things that take you places
- Things you wear

TERM 2
- Farm animals
- Around the home
- Toys

Supplement the program cards with semantic-based plastic items so that the enjoyment is maximised while engaging in repeated oral language practice.

Program: 10m4



Progress Check (optional)

An end of semester progress check is located in Semantics Scenes and Questioning Set 1. This information can be used to demonstrate progress and/or be used to accompany a speech pathologist referral.

Vocabulary & Semantics

Explicit Instruction

Presentation of scripted questioning on the basis of the following semantic categories:

TERM 3
- Food
- Farm animals
- Clothing

TERM 4
- Insects, mini beasts
- Beach
- Zoo Animals

Program: Sem4

Progress Check (optional)

End of year progress check from the Semantics Scene Set 1.

Boost Reading Comprehension (through the facilitation of a home program)

Scripted Picture Book Comprehension Questions

Instructions

Provide a book with its corresponding scripted question card each week. Program: Mc4
Parent training video located at: https://pld-literacy.org/product/comprehension-questions-for-4-year-olds/.

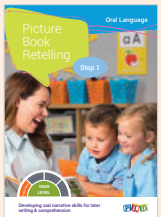
Progress Check (optional)

The comprehension questions program includes a targeted progress check. It can be presented mid year and/or at the end of the year. The information will provide evidence of progress and/or can be used to accompany a referral to a speech pathologist.

TERM 1, 2, 3 & 4

Developing News Telling & Narrative Skills For 4 Year Olds - Code: Mn4

TERM 4

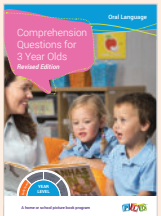


Picture Book Retelling: Step 1 - Code: Pbr4

TERM 4

Activity Retells for 3-5 Year Olds - Code: Ar35

HOME PROGRAMS



Comprehension Questions for 3 Year Olds - Code: Mc3

Comprehension Questions for 4 Year Olds - Code: Mc4

STUDENTS WITH LANGUAGE DELAYS

10 Minute Language Games: Set 1 - Code: 10m4

Semantic Scenes and Questioning Set 1 - Code: Sem4

STUDENTS WITH SPEECH ERRORS

Speech Development Screen - Code: Ssd

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Targeting Movement & Motor Over the Full Year

Term 1	Term 2	Term 3	Term 4
Gross Motor: Promoting Core Strength and Good Posture			
Repeated Practice of: • Balance activities • Hopping on one foot • Jumping and landing activities • Ball kicking	**Repeated Practice of:** • Jumping rope • Obstacle courses • Ball throwing overarm and underarm	**Repeated Practice of:** • Body strength and control activities – e.g. animal walks • Skipping • Ball bouncing	**Repeated Practice of:** • Body control activities – e.g. wheelbarrows • Catching large balls • Eye tracking activities
Fine Motor: Promoting Functional Pencil Grip and Efficient Handwriting			
Repeated Practice of: • Building block towers • Rolling play dough sausages • Threading large beads • Scissors – snipping activities	**Repeated Practice of:** • Making play dough flat pancakes • Scissors – cutting straight lines • Finger plays with songs • Pre-writing patterns	**Repeated Practice of:** • Rolling play dough balls • Scissors – cutting simple shapes • Colouring activities • Letter formation – s,a,t,p,i,n	**Repeated Practice of:** • Using 'tools' – toy hammer, nuts /bolts, squeeze toys • Scissors – cutting shapes • Dot-to-dots • Letter formation – c,h,e,r,m,d

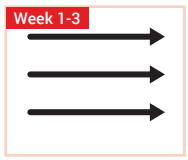
Early Years
Targeting Movement & Motor Skills

Preparing for Letter Formation

Term 1

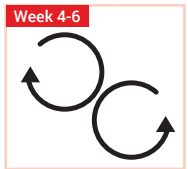
Pre-Writing Patterns

Week 1-3



Sideways, sideways, left to right

Week 4-6



Circles, drawn forwards and backwards

Week 7-9

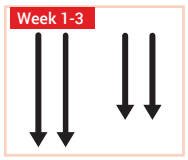
Up and overs

Pre-writing Patterns - Code: Mpw

Term 2

Pre-Writing Patterns

Week 1-3

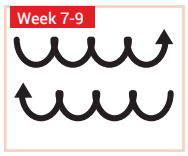


Tall lines and short lines

Week 4-6

Zig zags

Week 7-9



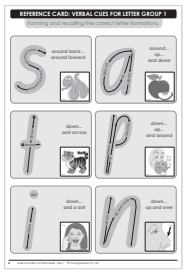
Down and unders/ Down, back and unders

Letter Formation Learning (linked to phonic learning)

Term 3

Group 1: s, a, t, p, i, n

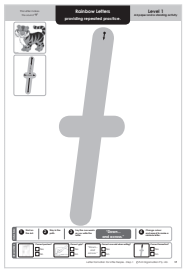
Explicit Instruction



Over the term instruct s, a, t, p, i ,n letter formation to the whole group.

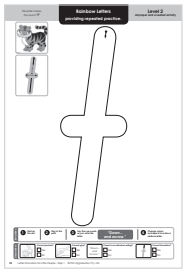
Explicitly teach:

- starting points.
- verbal cues.
- how the letters are formed.



As follow-up in small group activities present A3 template sheets with students standing.

This helps stablise the wrist and shoulder.

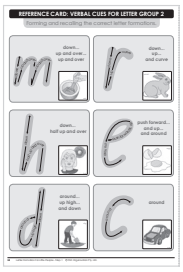


Progress to A4 sized letters and children in a seated position, forming letters from a correct starting point while verbalising 'verbal cues'.

Term 4

Group 2: c, h, e, r, m, d

Explicit Instruction



Over the term instruct c, h, e, r, m, d letter formation to the whole group.

Explicitly teach:

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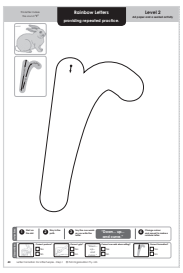
As follow-up in small group activities present A3 template sheets with students standing. This helps stablise the wrist and shoulder.



Progress to A4 sized letters and children in a seated position, forming letters from a correct starting point while verbalising 'verbal cues'.

Letter Formation for Little People: Step 1 - Code: Mlff

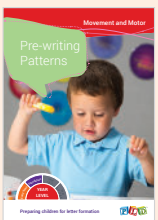
FULL YEAR

Preparing Children for Handwriting - Code: Mhu4

TERM 1, 2, 3

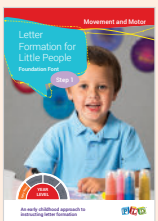
Developing Cutting Skills Stages 1, 2, 3 - Code: Mcs123

TERM 1 & 2

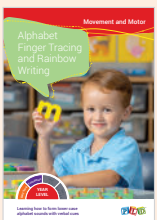


Pre-writing Patterns - Code: Mpw

TERM 3 & 4

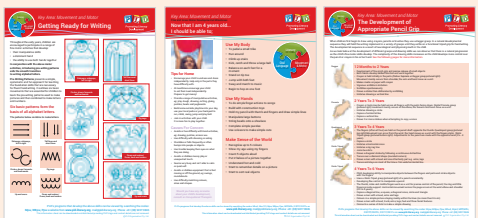


Letter Formation for Little People Step 1 - Code: Mlff (or Mlfc)



Alphabet Finger Tracing & Rainbow Writing - Code: CCaft

PARENT EDUCATION DOWNLOADS



Available for download at: https://pld-literacy.org/downloadable-literacy-resources/

CLASSROOM POSTER

Am I Ready to Handwrite? - Code: Phw

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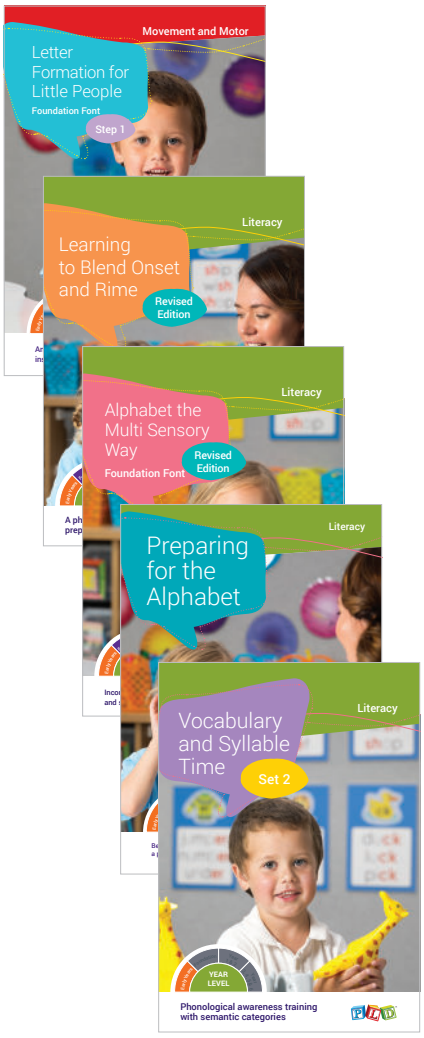
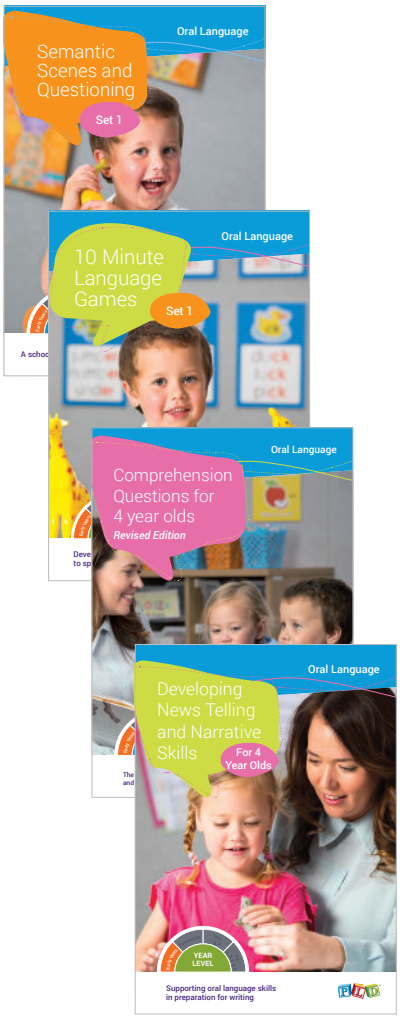
Essential PLD Programs for Successful Implementation

Bundle and Save with PLD's Early Years Starter Packs

PLD's evidence-based programs are available in Starter Packs. Each Starter Pack contains a 15% discount. These recommended programs are essential to successful implementation of the 'Teaching Sequences' outlined in this manual.



Essential Early Years Literacy Starter Pack - Code: EEYL



Essential Early Years Oral Language Starter Pack - Code: EEYOL

Ultimate Early Years Starter Pack - Code: EEYUSP

Additional PLD Programs to Support Early Years

Based on the testing results as outlined in the Early Years Screening & Tracking Manual, for students who are experiencing difficulties or slow to progress, the following programs are recommended.

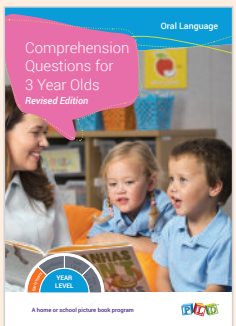
CONSOLIDATE ALPHABET SOUND KNOWLEDGE

Alphabet Letter Sounds - Code: Bal

DISPLAY CHARTS

Alphabet Sound Charts - Code: Chal

HOME PROGRAMS

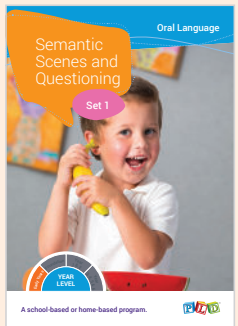


Comprehension Questions for 3 Year Olds - Code: Mc3

Comprehension Questions for 4 Year Olds - Code: Mc4

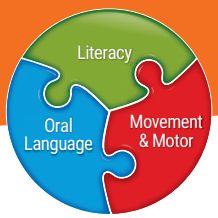
STUDENTS WITH LANGUAGE DELAYS

10 Minute Language Games Set 1 - Code: 10m4



Semantic Scenes and Questioning Set 1 - Code: Sem4

Early Years Programs & Resources



This list can be used to determine which programs will be most suitable. Once the required items have been selected, go to the PLD website to place a Quick Order https://pld-literacy.org/quick-order/ and follow the steps to create a quote/order. For schools new to PLD, please submit a Quote Request https://pld-literacy.org/request-quote/ or contact our office https://pld-literacy.org/contact-us/.

Website Codes (add "e" for eBook & "es" for license)	PLD Program or Resource Title	Hard Copy Price inc. GST	eBook Price inc. GST	School License Annual Price inc. GST
PLD Starter Packs (Includes 15% discount on the program cost)				
EEYL	Essential Early Years Literacy Starter Pack Includes: Vst2, CCpfa, L2b1, CCal, Mlff	~~$359.70~~ $305.77	$240.55	
EEYOL	Essential Early Years Oral Language Starter Pack Includes: Mn4, Mc4, 10m4, Sem4	~~$330.00~~ $280.52	$221.00	
EEYUSP	Essential Literacy & Oral Language Starter Pack Includes: Vst2, CCpfa, L2B1, CCal, Mlff Mn4, Mc4, 10m4, Sem4	~~$689.70~~ $586.29	$461.55	
Literacy				
Vst1	**Vocabulary and Syllable Time - Set 1** (Term 1 program)	$64.90	$51.00	
Vst2	**Vocabulary and Syllable Time - Set 2** (Term 1 program) Essential Program	$64.90	$51.00	
Mpw	**Pre-writing Patterns** (Semester 1 program)	$82.50	$65.00	
CCpfa	**Preparing for the Alphabet** (Term 2 program) Essential Program	$82.50	$65.00	
L2b1	**Learning to Blend Onset & Rime** (Term 3 program) Essential Program	$64.90	$51.00	
CCal	**Alphabet the Multi Sensory Way - Foundation Font** (Semester 2 program) Essential Program	$64.90	$51.00	$194.70
CCalc	**Alphabet the Multi Sensory Way - Cursive Font** (Semester 2 program)	$64.90		
L2b2	**Learning to Blend Three Phonemes** (Term 4 program)	$64.90	$51.00	
CCpfr	**Preparing for Reading** (Semester 2 program)	$82.50	$65.00	
Bal	**Alphabet Letter Sounds** (Semester 2 program)	$71.50	$57.00	$214.50
Chal	**Alphabet Sound Charts** (Full year display items)		$30.00	$214.50
Swcey	**Sound Wall Charts for Early Years** (Full year display items)	$38.50	$30.00	$96.25
Oral Language				
Mn4	**Developing News Telling & Narrative Skills for 4 Year Olds** (Full year program) Essential Program	$82.50	$65.00	
Pbr4	**Picture Book Retelling - Step 1** (Term 4 program)	$82.50	$65.00	
AR35	**Activity Retells for 3-5 Year Olds** (Term 3 program)	$82.50	$65.00	
Mc3	**Comprehension Questions for 3 Year Olds** (Full year home program)	$82.50	$65.00	$206.25
Mc4	**Comprehension Questions for 4 Year Olds** (Full year home program) Essential Program	$82.50	$65.00	$206.25
10m4	**10 Minute Language Games - Set 1** (Students with language delays, Semester 1) Essential Program	$82.50	$65.00	
Sem4	**Semantic Scenes and Questioning - Set 1** (Students with language delays, Semester 2) Essential Program	$82.50	$65.00	
Ssd	**Speech Development Screen** (Students with speech errors)	$82.50		
Movement & Motor				
Mlff	**Letter Formation for Little People - Foundation Font Step 1** (Full year program) Essential Program	$82.50	$65.00	$206.25
Mhu4	**Preparing Children for Handwriting - Step 1** (Full year program)	$82.50	$65.00	
Mcs123	**Developing Cutting Skills - Step 1, 2 & 3** (Full year program)	$60.50	$47.50	
CCaft	**Alphabet Finger Tracing & Rainbow Writing** (Semester 2 program)	$49.50	$39.00	

Professional Development Options

Perth-Based Seminar (& online seminars):
Implementing PLD in the Early Years $169-199.00

Online Course:
Pre-Literacy in the Early Years $119.00

Orders placed before midday AWST are dispatched the same day (delivery times vary). Freight charges will depend on weight and the delivery location within Australia.

These prices are subject to change. The PLD website will always feature current prices.

Once you have selected the titles required, order directly here: https://pld-literacy.org/quick-order/