Teaching Sequence Manual

Foundation

Pre-Primary (WA), Kindergarten (NSW, ACT),
Preparatory (QLD, VIC, TAS), Reception (SA)
Transition (NT)

What to teach?

When to teach?

How to cater for the range in ability?

Literacy

Oral Language

Movement & Motor

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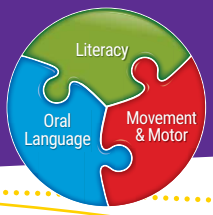

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Introduction

What to Teach and When to Teach in Foundation Using PLD's Approach

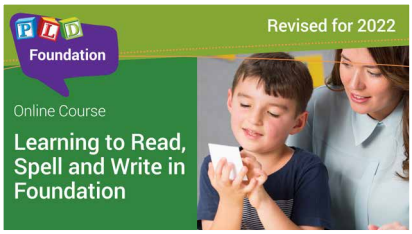
This is one of the most important years in a child's schooling. The delivery of Structured Synthetic Phonics (SSP) instruction combined with regular tracking of skill development to inform teaching will typically enable students to achieve a positive start to their schooling.

Getting Started With PLD in Foundation

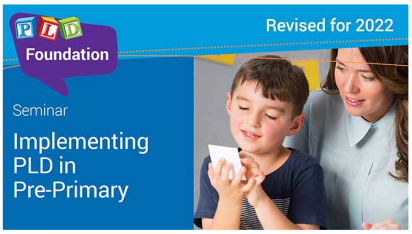
Step 1: Understanding PLD's Implementation in Foundation

- Refer to the termly teaching sequences located within this manual which extensively cover Literacy, Oral Language and Movement & Motor.
- Download the Foundation Phonic & High Frequency Words charts for this semester.
- Download the Parent Education Sheets for this semester.
- Download the Foundation Screening & Tracking Manual.
- Upskill or refresh your knowledge by completing the Learning to read, spell and write in Foundation online course. The course consists of four videos. Videos 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 and attend one of PLD's seminars held throughout Australia. For dates please see our website

Online Course



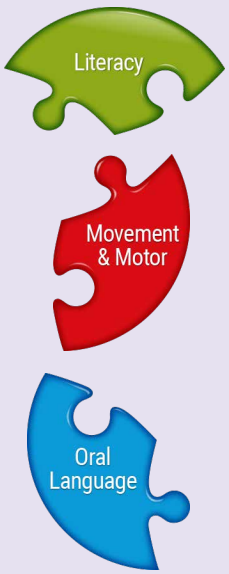
Seminar



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. For an outline of a whole school plan, see this blog article: How to Implement PLD Within Term 1.
- Make a start with PLD in Terms 2, 3 & 4 by profiling the class using the screens outlined in the Foundation Screening & Tracking Manual.

It is important to commence the school year with the end of year learning goals in mind. By the end of the school year the average Foundation student should:



Literacy

- Be mid-way through Stage 1. This means a high level of reading, spelling and dictated sentence writing accuracy with Stage 1 (Target 1), early digraphs (Target 2) and CCVC and CVCC (Target 3) concepts.
- Be able to write dictated self-generated sentences.

Movement & Motor

- Be able to form all of the letters of the alphabet.
- Be able to place handwritten letters on lines.
- Have demonstrated fine and gross motor skill development.

Oral Language

- Be able to produce vocabulary for a range of semantic groups.
- Be able to generate sentences for writing relatively independently.
- Be able to answer Marion Blank level 3 & 4 questions.

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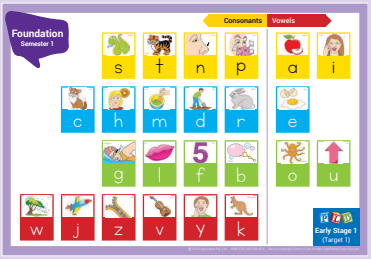
PLD's Synthetic Phonic & High Frequency Words Teaching Sequence

Download the full Foundation to Stage 3+ Teaching Sequence here: https://pld-literacy.org/phonic-sequence/

Foundation Semester 1

Preparing for Stage 1

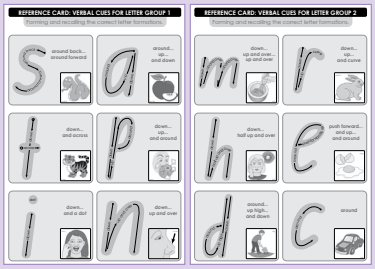
Skill Area 1: Alphabet Sounds



Alphabet Sounds:

- Group 1: s, a, t, p, i, n
- Group 2: c, h, m, d, r, e
- Group 3: g, l, f, b, o, u
- Group 4: w, j, z, v, y, k

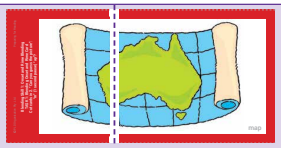
Skill Area 2: Letter Formation



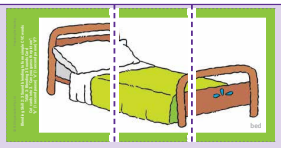
Skill Area 3: Phonemic Awareness

Blending (for Decoding)

Step 1: Onset & rime blending.
e.g. What is this word? m-ap?

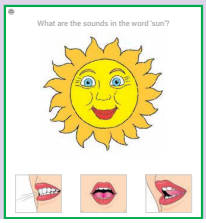


Step 2: Three phoneme blending.
e.g. What is this word? b-e-d?

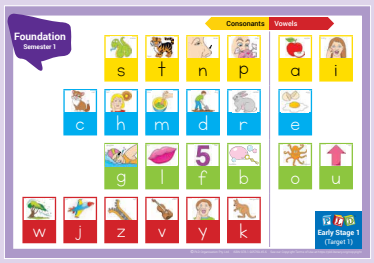


Segmentation (for Spelling)

What are the sounds in the word 'sun'?

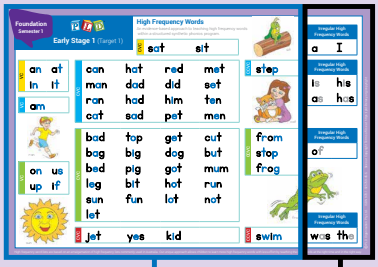


Early Stage 1 (Target 1)



Alphabet Sounds:

- Group 1: s, a, t, p, i, n
- Group 2: c, h, m, d, r, e
- Group 3: g, l, f, b, o, u
- Group 4: w, j, z, v, y, k



Regular High Frequency Words:

Alphabet Group 1 Words:

- VC: an, at, in, it
- CVC: sat, sit

Alphabet Group 1 & 2 Words:

- VC: am
- CVC: can, man, ran, cat, hat, dad, had, sad, red, did, him, pet, met, set, ten, men
- CCVC: step

Alphabet Group 1, 2 & 3 Words:

- VC: on, us, up, if
- CVC: bad, bag, bed, leg, sun, let, top, big, pig, bit, fun, get, dog, got, hot, lot, cut, but, mum, run, not
- CCVC: from, stop, frog

Words From the Full Alphabet:

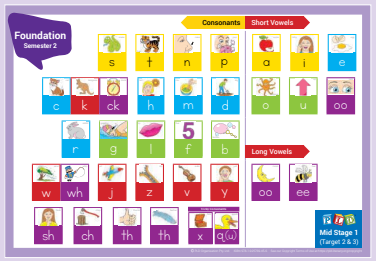
- CVC: jet, yes, kid
- CCVC: swim

Irregular High Frequency Words:

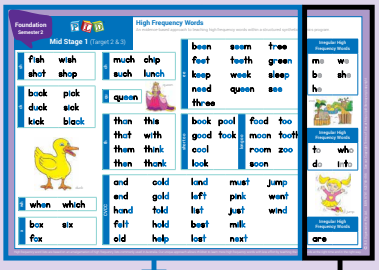
a, I, is, his, as, has, of, was, the

Foundation Semester 2

Mid Stage 1 (Target 2 & 3)



Phonic Concepts:
sh, ch, ck, th & th, wh, x, ee, short oo, long oo, qu

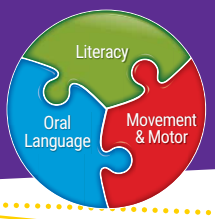


Regular High Frequency Words:

- sh: fish, shop, shot, wish
- ch: much, chip, such, lunch
- ck: back, pick, duck, sick, kick, black
- th & th: than, this, that, with, them, think, then, thank
- wh: when, which
- qu: queen
- x: box, six, fox
- ee: been, seem, tree, feet, teeth, green, keep, week, sleep, need, queen, see, three
- long & short oo: book, pool, good, took, cool, look, food, too, soon, moon, tooth, room, zoo
- VCC & CVCC: and, cold, land, must, jump, end, gold, left, pink, went, hand, told, list, just, wind, felt, hold, best, milk, old, help, lost, next

Irregular High Frequency Words:
me, we, be, she, he, to, who, do, into, are

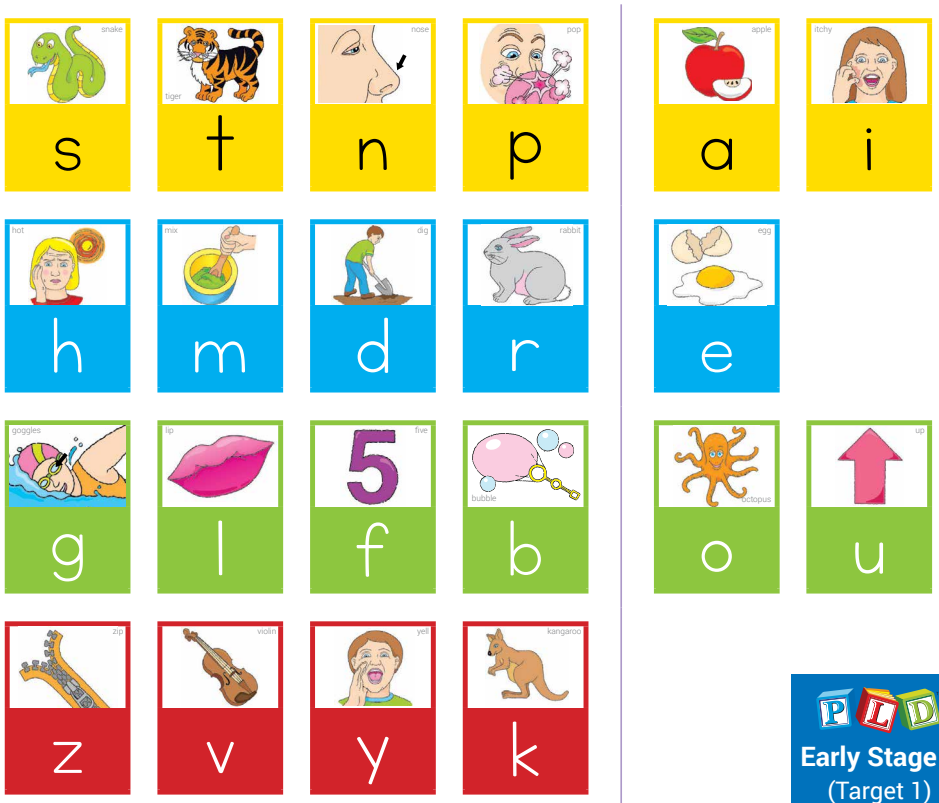
Semester 1 Synthetic Phonic & High Frequency Words Teaching Sequence
(underpinning the screening tools)



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

Foundation
Semester 1

Consonants **Vowels**



Early Stage 1 (Target 1)

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Foundation
Semester 1

Early Stage 1 (Target 1)

High Frequency Words

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

CVC	sat	sit

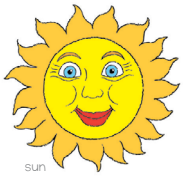
Irregular High Frequency Words

a I

VC	an	at	
	in	it	

VC	am		

VC	on	us	
	up	if	



CVC	can	hat	red	met
	man	dad	did	set
	ran	had	him	ten
	cat	sad	pet	men

CVC	bad	top	get	cut
	bag	big	dog	but
	bed	pig	got	mum
	leg	bit	hot	run
	sun	fun	lot	not
	let			

CVC	jet	yes	kid

CCVC	step

Irregular High Frequency Words

is	his
as	has

CCVC	from
	stop
	frog

Irregular High Frequency Words

of

CCVC	swim

Irregular High Frequency Words

was the

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

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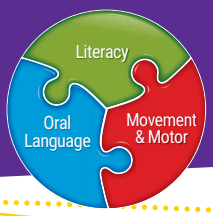
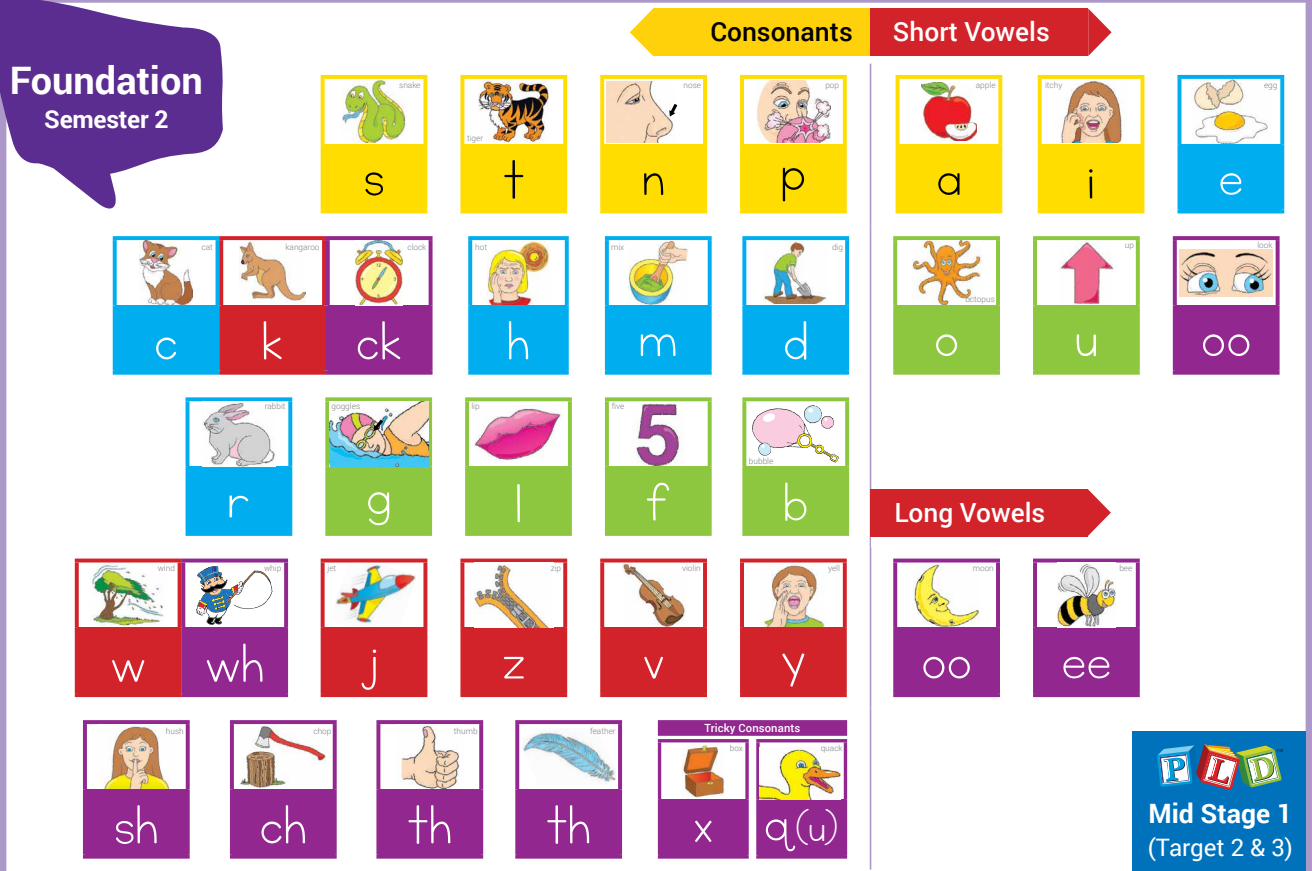
Semester 2 Synthetic Phonic & High Frequency Words Teaching Sequence
(underpinning the screening tools)



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

Foundation
Semester 2



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Foundation
Semester 2

Mid Stage 1 (Target 2 & 3)

High Frequency Words

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

sh	fish	wish
	shot	shop

ch	much	chip
	such	lunch

ck	back	pick
	duck	sick
	kick	black

qu	queen

th	than	this
	that	with
	them	think
	then	thank

ee	been	seem	tree	
	feet	teeth	green	
	keep	week	sleep	
	need	queen	see	
	three			

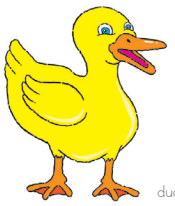
short oo	book	pool	long oo	food	too
	good	took		moon	tooth
	cool			room	zoo
	look			soon	

Irregular High Frequency Words

me	we
be	she
he	

Irregular High Frequency Words

to	who
do	into



CVCC	and	cold	land	must	jump
	end	gold	left	pink	went
	hand	told	list	just	wind
	felt	hold	best	milk	
	old	help	lost	next	

Irregular High Frequency Words

are

wh	when	which

x	box	six
	fox	

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

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Typically Foundation Term 1

Term 1 Pre-Literacy Targeted Teaching in Preparation for CVC Reading & Spelling

The targeted Term 1 teaching aims to prepare students for CVC reading and spelling. Within this period pre-reading and pre-spelling skills are explicitly taught from Week 1 at a whole class and small group level. The following list of skills require simultaneous instruction throughout Term 1.

Skill Area 1: Alphabet sounds (with an emphasis on lower-case and 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 Group 4: j, z, x, y, k, q, w, v

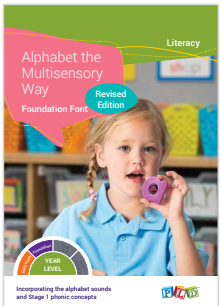
Skill Area 2: Lower-case letter formation (for later spelling & writing)

Skill Area 3: Phonemic awareness.
- Blending onset & rime and then blending three phonemes (for decoding).
- Segmenting (for spelling and writing).

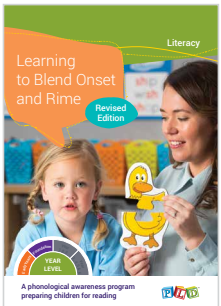
Week	Phonic Concepts: Alphabet Sound Recall	Phonemic Awareness: Blending Onset & Rime, Three Phonemes and Segmentation	Letter Formation with a Focus on Starting Points and Verbal Cues from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Object Descriptions or 'Show and Tell'
1	Teach Group 1: s, a, t, p, i, n (6 sounds simultaneously) Repeated daily revision of Group 1: s, a, t, p, i, n	Teach and repeated revision of blending at onset & rime level	Level 1a: t, i, n	Schedule daily 5 - 10 minute sessions. Rather than students bringing objects in from home, the descriptions are more appropriately based upon semantic groups. It is recommended that plastic objects are utilised to assist with the descriptions. Descriptions should be based upon the following examples: • Week 1 & 2: Australian Animals • Week 3 & 4: Transport • Week 5 & 6: Mini-beasts (or insects) • Week 7 & 8: Furniture • Week 9 & 10: Objects brought in from home
2			Level 1a: s, a, p	
3			Level 1a: s, a, t, p, i, n	
4	Teach group 2: c, h, e, r, m, d (6 sounds simultaneously) Repeated daily revision of Group 1 & 2 sounds	Teach blending three phonemes and repeated revision of blending onset & rime and three phonemes	Level 1a: m, r, h	
5			Level 1a: c, d, e	
6 Screen			Level 1a: c, h, e, r, m, d	
7	Teach Group 3: g, o, u, l, f, b (6 sounds simultaneously) Repeated daily revision of Group 1, 2 & 3 sounds	Teach segmentation of CVC words and repeated practice of segmentation and blending three phonemes	Level 1a: l, f, b	
8			Level 1a: g, o, u	
9			Level 1a: g, o, u, l, f, b	
10 Screen	Teach Group 4: j, z, x, y, k, q, w, v (8 sounds simultaneously)		Level 1a: j, z, x, y, k, q, w, v	

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

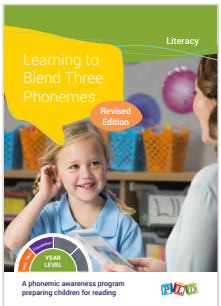
Essential PLD Pre-Literacy Programs



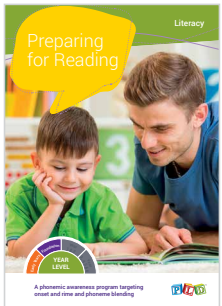
Alphabet the Multi Sensory Way - Code: Ccal



Learning to Blend Onset & Rime - Code: L2b1

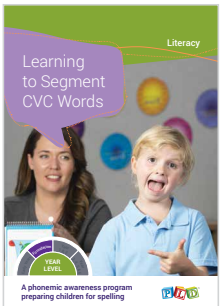


Learning to Blend Three Phonemes - Code: L2b2

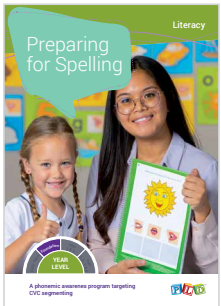


Preparing for Reading - Code: CCpfr

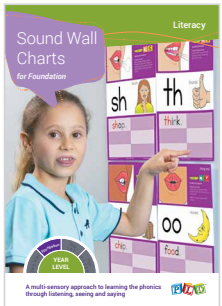
Letter Formation for Little People Step 2 - Code: Mlff2



Learning to Segment CVC Words - Code: L2S



Preparing for Spelling - Code: CCpfs



Sound Wall Charts for Foundation - Code: SWCf

Additional Programs

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

PLD CVC Phonic Apps

Reading Race 1a

Spell Star 1a

Two Player 1a

For an overall Foundation PLD Implementation Process visit: https://pld-literacy.org/foundation-getting-started-with-pld/
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Typically Foundation Term 2

Also Appropriate for Students Requiring Stage 1 Target 1

Term 2 continues to revise and consolidate the Term 1 pre-literacy skills. However, if the testing at the end of Term 1 indicated that students are ready for CVC decoding and spelling, as indicated by strong alphabet sound knowledge and the ability to blend and segment, then commence introducing CVC decoding and spelling tasks. CVC reading and spelling words and 'high frequency words' are all introduced in line with the following sequence:

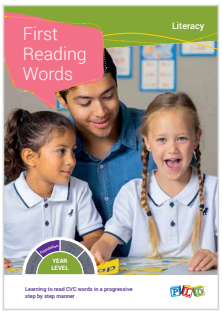
Group 1: s, a, t, p, i, n **Group 2:** c, h, e, r, m, d **Group 3:** g, o, u, l, f, b **Group 4:** j, z, x, y, k, q, w, v

Initially commence the reading instruction with enlarged words presented in games and on cards. Decodable reading books should also commence in Term 2. Students with immature letter formation ability and segmentation skills can commence spelling activities with PLD's First Spelling Words and the use of Wikki Stix. For other students CVC spelling words can be written. **Remember**, targeted repeated practice is required.

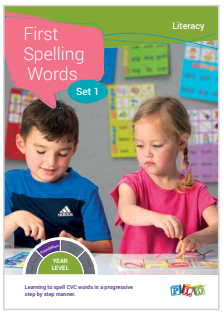
Week	Phonic Concepts to Revise &/or Teach	Decoding & Encoding Lists from Decoding & Spelling Games - Bsw1	Writing Tasks from First Writing Activities - Mfwa	Irregular High Frequency Words	Letter Formation with a focus on reduced size and starting points from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Event-Based News
1	Decoding & spelling regular VC & CVC words from group 1 alphabet sounds: s, a, t, p, i, n	page 15	Labelling page 9-11 Writing single words in sentences page 13-24	I, a, is	**Level 1b:** t, i, n	Schedule short daily event-based news focused upon an event that occurred within the school day. The sentence outlining the event should consist of: Who? What? When? Where? Why? (with a... because... so...) For example: "Today we drew a picture of our house <u>because</u> we were talking about where we live." "This morning we sang a song in music <u>because</u> we are practicing for our assembly." "Today the class went to the library <u>so</u> we could change our books."
2		page 16			**Level 1b:** s, a, p	
3		Select from page 17-18			**Level 1b:** s, a, t, p, i, n	
4	Decoding & spelling regular VC & CVC words from group 1 & 2 alphabet sounds	page 28	Single sentence dictation page 25-31	his, as, has	**Level 1b:** m, r, h	
5		page 29			**Level 1b:** c, e, d	
6 Screen		Select from page 30-33			**Level 1b:** c, h, e, r, m, d	
7	Decoding & spelling regular VC & CVC words from group 1, 2 & 3 alphabet sounds	page 44	Writing 2-3 dictated sentences page 32-42	of	**Level 1b:** l, f, b	
8		page 45			**Level 1b:** g, o, u	
9		Select from page 46-49			**Level 1b:** g, o, u, l, f, b	
10 Screen	Decoding & spelling regular VC & CVC words from the full alphabet	Select from page 63-68		was, the	**Level 1b:** j, z, x, y, k, q, w, v	

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

Essential PLD Early Reading & Spelling Programs

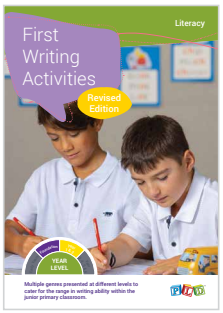


First Reading Words - Code: CCfrw

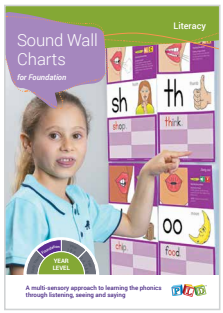


First Spelling Words Set 1 - Code: CCfsw

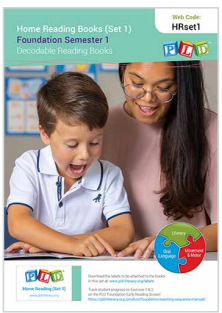
Letter Formation for Little People Step 2 - Code: Mlff2

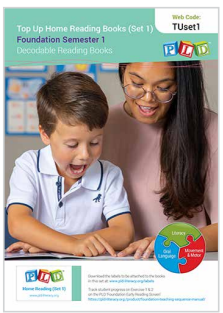


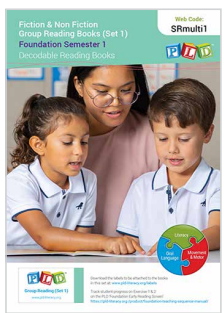
First Writing Activities - Code: Mfwa

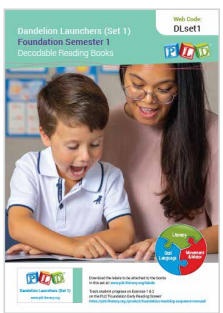


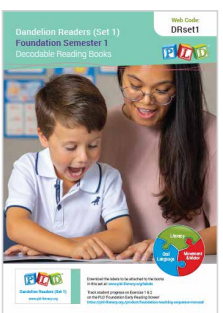
Sound Wall Charts for Foundation - Code: SWCf


Home Reading Books Set 1 (VC & CVC Words) - Code: Hrset1


Top Up Home Reading Books Set 1 (VC and CVC) - Code: TuSet1


Fiction & Non Fiction Group Reading Books Set 1 (VC & CVC) - Code: SrMulti1


Dandelion Launchers Set 1 (VC and CVC) - Code: DLset1


Dandelion Readers Set 1 (CVC & adjacent vowels) - Code: DRset1

PLD Early Digraph Phonic Apps

Reading Race 1b

Spell Star 1b

Two Player 1b

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Typically Foundation Term 3

Also Appropriate for Students Requiring Stage 1 Target 2

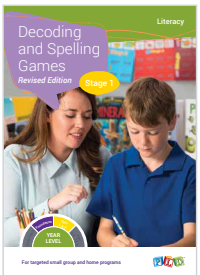
Semester 2 continues to revise and consolidate CVC decoding and spelling skills. However, if the testing at the end of Term 2 indicates that students are demonstrating a high level of CVC reading and spelling accuracy, progress on to early Stage 1 digraphs (sh, ch, ck, th & th, wh, x, ee, short oo, long oo, qu) within this term.

As letter formation and spelling ability develops, it is appropriate to increase the focus on writing. It is recommended that the daily allocated writing tasks involve phonic sentence dictation writing. Sentence dictation focuses upon simple CVC and digraph sentences.

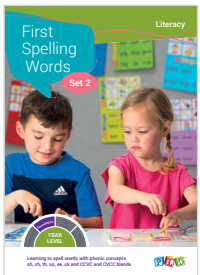
Week	Phonic Concepts to Revise &/or Teach	Decoding & Encoding Lists from Decoding & Spelling Games - Bsw1	Writing Tasks from First Writing Activities - Mfwa	Irregular High Frequency Words	Letter Formation with a Focus on Line Placement from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Activity Retells
1	Revise alphabet. Teach 'sh'	page 80-81	Writing 2-3 dictated sentences. Select the relevant phonic concept from the list of Stage 1 Target 2 sentences on page 43	Revise his, as, has, was, the, of	**Level 2a:** t, i, n	Schedule daily short sessions which recount an activity which has been (or will) be completed. The retell will consist of: • When? • What was made? • What was used? … or … • What was made? • What were two steps? E.g. First I …. Following this I ….. rather than the student verbalising - then and then and then! By Term 3 as single word spelling skills have progressed, many students can utilise the oral language rehearsal as a springboard into writing.
2	Revise the alphabet. Teach 'ch'	page 87-88		me, we, be, he, she	**Level 2a:** s, a, p	
3	Revise the alphabet. Revise 'sh' & 'ch'	page 99 & 101			**Level 2a:** s, a, t, p, i, n	
4	Revise 'sh' & 'ch'. Teach 'th/th'	page 103 & 108			**Level 2a:** m, r, h	
5	Revise the alphabet. Teach 'oo' short & 'oo' long	page 111, 115		to, do, who, into	**Level 2a:** c, d, e	
6 **Screen**	Revise the alphabet. Teach 'ee'	page 118, 122			**Level 2a:** c, h, e, r, m, d	
7	Revise the alphabet. Teach '-ck'	page 125, 129			**Level 2a:** l, f, b	
8	Revise 'oo'/'oo', 'ee', '-ck'	page 131, 136-137			**Level 2a:** g, o, u	
9	Revise the alphabet. Teach 'qu'	page 196		are	**Level 2a:** g, o, u, l, f, b	
10 **Screen**	Revise the alphabet. Teach 'x' = /ks/ & 'wh'	page 197			**Level 2a:** j, z, x, y, k, q, w, v	

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

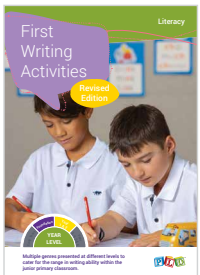
Essential PLD Early Reading & Spelling Programs



Decoding & Spelling Games Set 1 - Code: Bsw1

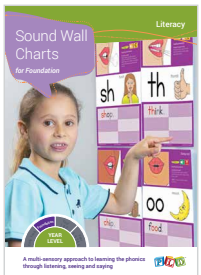


First Spelling Words Set 2 -Code: CCfsw2



First Writing Activities - Code: Mfwa

Letter Formation for Little People Step 2 - Code: Mlff2



Sound Wall Charts for Foundation - Code: SWCf

PLD Target 2 & 3 Phonic Apps

Reading Race 1b

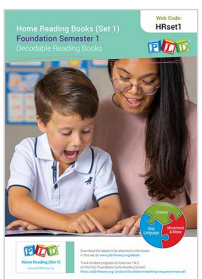
Spell Star 1b

Two Player 1b

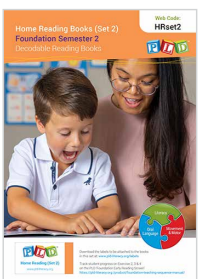
Reading Race1c

Spell Star 1c

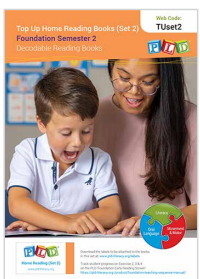
Two Player 1c



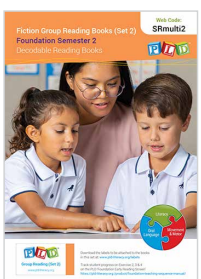
Home Reading Books Set 1 (VC & CVC Words) - Code: Hrset1



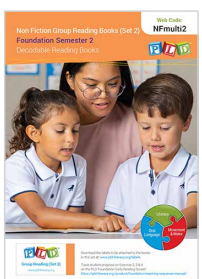
Home Reading Books Set 2 (CVC, CCVC and CVCC) - Code: Hrset2



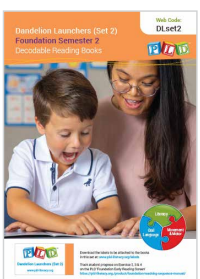
Top Up Home Reading Books Set 2 (CVC, CCVC and CVCC) - Code: TuSet2



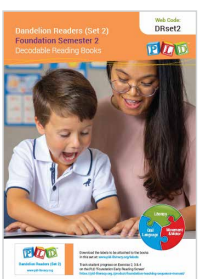
Fiction Group Reading Books Set 2 (CVC, CCVC and CVCC) - Code: SrMulti2



Non Fiction Group Reading Books Set 2 (CVC, CCVC and CVCC) - Code: NfMulti2



Dandelion Launchers Set 2 (CCVC and CVCC) - Code: DLset2



Dandelion Readers Set 2 (CCVC and CVCC) - Code: DRset2

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Typically Foundation Term 4

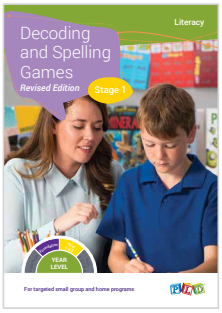
Also Appropriate for Students Requiring Stage 1 Targets 2 & 3

The Term 4 teaching continues to consolidate areas targeted earlier in the year (e.g. CVC from Term 2 and early digraphs from Term 3). However, if the end of Term 3 testing reveals that students are demonstrating a high level of accuracy reading and spelling words with Stage 1 Target 2 digraphs progress onto CCVC and CVCC words. Dictated sentence and passage writing are also presented within this term.

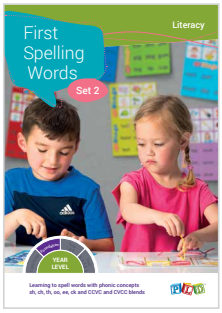
Week	Phonic Concepts to Revise &/or Teach	Decoding & Encoding Lists from Decoding & Spelling Games - Bsw1	Writing Tasks from First Writing Activities - Mfwa	Irregular High Frequency Words	Letter Formation with a Focus on Line Placement from Letter Formation for Little People - Step 2 - Mlff2	Oral Language Picture Book Retelling
1	Revise 'sh', 'ch' 'th/th'	page 104	Writing 3 dictated sentences. Identify the Target 2 digraphs from the end of Term 3 screening that need more revision and present the relevant phonic concept from the list of Stage 1 Target 2 sentences on page 46. For those students ready to move on present the CCVC & CVCC Target 3 sentences on page 47	Revise: me, we, be, he, she	**Level 2b:** t, i, n	Following multiple readings of a focus book over a period of a fortnight, students are given the opportunity to demonstrate their picture book retell ability. The retell should consist of a beginning (with When? Who? What? Where?), 2 or 3 events and an ending. So late in the school year, the fortnight could conclude with the oral rehearsal work leading into written tasks.
2	Revise 'oo'/'oo', 'ee', '-ck'	page 132			**Level 2b:** s, a, p	
3	Revise the alphabet. Teach 'qu', 'wh', 'x'	page 196-197			**Level 2b:** s, a, t, p, i, n	
4	Revise alphabet sounds & target 2 digraphs. Teach CCVC	page 144, 153		Revise: to, do, who, into	**Level 2b:** m, r, h	
5		page 145, 153			**Level 2b:** c, d, e	
6 **Screen**		page 147, 153			**Level 2b:** c, h, e, r, m, d	
7	Revise alphabet sounds & target 2 digraphs. Teach CVCC	page 159, 167		are	**Level 2b:** l, f, b	
8		page 161, 167			**Level 2b:** g, o, u	
9		page 160, 167			**Level 2b:** g, o, u, l, f, b	
10 **Screen**		page 148-152, 162-166			**Level 2b:** j, z, x, y, k, q, w, v	

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

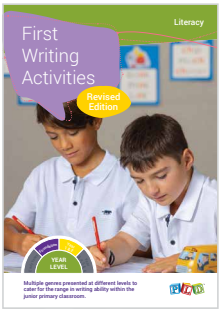
Essential PLD Early Reading & Spelling Programs



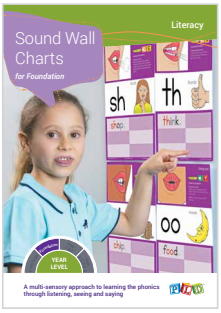
Decoding & Spelling Games Set 1 - Code: Bsw1



First Spelling Words Set 2 - Code: CCfsw2

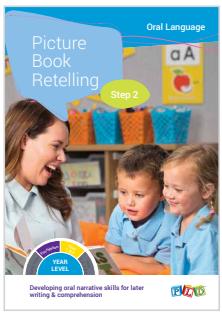


First Writing Activities - Code: Mfwa

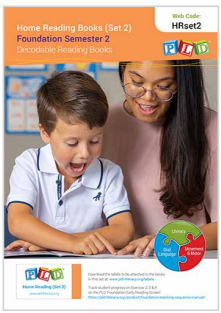


Sound Wall Charts for Foundation - Code: SWCf

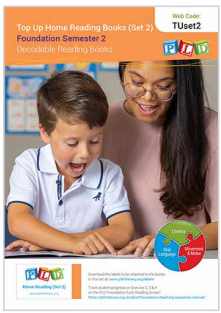
Letter Formation for Little People Step 2 - Code: Mlff2



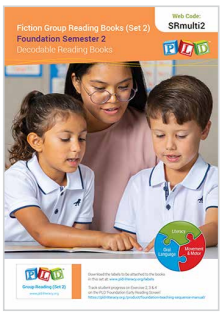
Picture Book Retelling Step 2 - Code: Pbr5



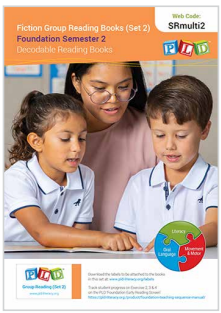
Home Reading Books Set 2 (CVC, CCVC and CVCC) - Code: Hrset2



Top Up Home Reading Books Set 2 (CVC, CCVC and CVCC) - Code: TuSet2



Fiction Group Reading Books Set 2 (CVC, CCVC and CVCC) - Code: SrMulti2



Non Fiction Group Reading Books Set 2 (CVC, CCVC and CVCC) - Code: NfMulti2

PLD Early Digraph Phonic Apps

Reading Race 1d

Spell Star 1d

Two Player 1d

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Targeting Literacy Over the Full Year Semester 1

Term 1

Pre-Literacy Instruction: Preparation for CVC Reading & Spelling

Explicit Instruction

In order to prepare students for the early literacy program scheduled from Term 2, first pre-reading and pre-spelling skills need to be targeted. This targeted instruction must commence from Week 1 in Term 1 and be delivered both at a whole class level and within small group work. The following list of skills require simultaneous instruction throughout Term 1:

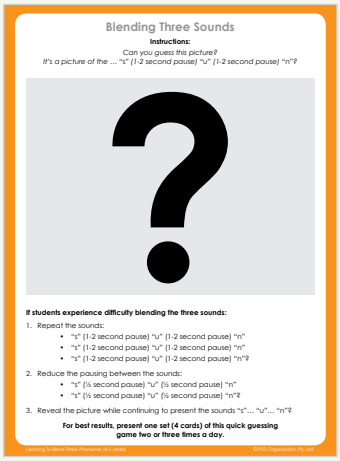
Skill Area 1: Alphabet Sounds (with an emphasis on lower case and sounds)

Group 1	s a t p i n	Group 2	d h e r c m
Group 3	g o u b f l	Group 4	j z x y k q w v

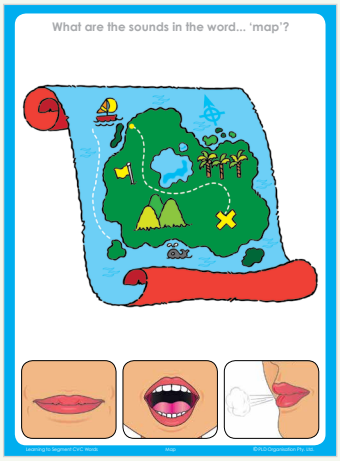
Skill Area 2: Lower-case Letter Formation

Skill Area 3: Phonemic Awareness

Blending three phonemes (for decoding)



Segmentation (for spelling)



Progress Check

In Week 6 or 7, following daily explicit instruction, review how the pre-literacy skills are developing using the following short subtests from the Foundation Screening & Tracking Manual:

- Subtest 1b: CVC Phonemic level blending
- Subtest 2: Alphabet sound knowledge
- Subtest 3: Segmentation of CVC words
- Subtest 4 (optional): Alphabet sound recall and formation

Week 10 repeat the Foundation Pre-Literacy Screen subtests to determine the students who have sufficient alphabet knowledge and blending ability to support decoding which is scheduled to commence from Term 2.

Refer to the Foundation Screening & Tracking Manual for what to screen, when to screen, how to screen and how to report on data.

Catering for Range in Ability

On the basis of the testing in Week 10, group students in the following manner, so that targeted group teaching can be scheduled from the outset in Term 2.

- The students starting to decode and/or are very close to decoding (i.e. with high alphabet sound scores of 21-26/26 and high blending and segmenting scores (i.e. 80-100%).
- The students who are acquiring their pre-Literacy skills but who require further instruction (i.e. 12-19/26 for alphabet sound recall and 20-40% blending and segmenting scores).
- The students who are far from starting to decode: (i.e. very low alphabet sound knowledge and 0% scores for blending and segmenting).

Term 2

Commencement of the Early Reading & Spelling Program

Explicit Instruction

Continue to develop pre-literacy skills at a whole class and small group level. This will include daily attention to the following areas:

- Alphabet sound recall (for decoding).
- Alphabet formation (for spelling and writing).
- Phonemic awareness blending (for decoding).
- Phonemic awareness segmentation (for spelling and writing).

If the testing at the end of Term 1 indicated that the bulk of students are ready for decoding & spelling, commence introducing CVC tasks. If a large proportion of the students are ready for decoding, then integrate this instruction at a whole class level. If a small group is ready for decoding, then present the daily reading instruction at a small group level.

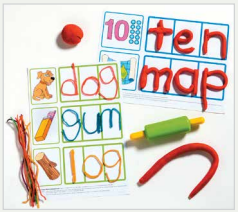
Initially commence the reading instruction with opportunities to sound out regular CVC words comprised only of the simple code. These words are ideally presented in games, on cards and in an enlarged accessible format. Early decodable reading books are also appropriate to introduce to this group within Term 2.

CVC with Group 1 sounds

CVC with Group 1 & 2 sounds

CVC with Group 1, 2 & 3 sounds

CVC with the entire alphabet



Teach regular alphabet based high frequency words.

If students have adequate pre-spelling skills (i.e. letter formation and segmentation ability) commence a CVC spelling program. Students with immature letter formation ability and segmentation skills can commence spelling activities with PLD's First Spelling Words and the use of Wikki Stix. For other students CVC spelling words can be written. Remember, repeated practice is typically required.

Progress Check

In Week 6 or 7 following intensive instruction, review skill development. Present the:

- Foundation Early Reading Screen for the students who are beginning to read.
- The Foundation Pre-Literacy Screen is only to be presented to the 'pre-Literacy students' who are not yet starting to decode words.

In Week 10, schedule the end of Term 2 Foundation Spelling Placement whole class screen. For many students at this point in time, they will only complete Target 1.

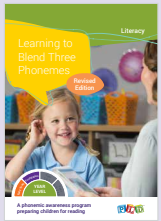
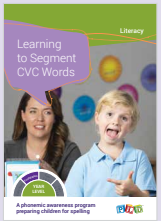
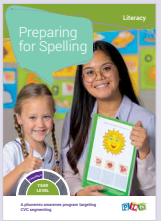
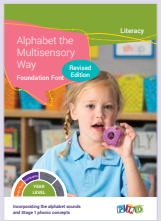
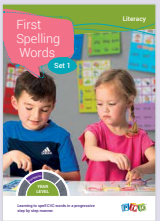
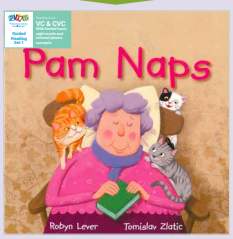
Refer to the Foundation Screening & Tracking Manual for what to screen, when to screen, how to screen and how to report on data.

Catering for Range in Ability

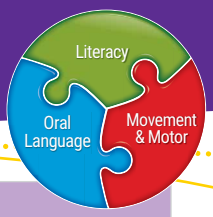
It is important to continue to review the screening results and refine the groupings of students so that each group can receive the appropriate instruction relative to their skill acquisition.

- It is likely that the students in the pre-Literacy group have reduced in number and are continuing to expand their alphabet knowledge, but their phonemic awareness (blending and segmentation skills) may be inhibiting their ability to commence decoding and spelling tasks.
- The majority of the class should have commenced decoding and spelling CVC words. It's typical for the students to be non-automatic readers as they more commonly verbalise each letter sound when engaged in decoding. Letter formation when spelling is still typically effortful at this stage in the year.

The Foundation Early Reading Screen will establish the type of home reading and targeted group reading material that students require. The end of term spelling screen will determine the students who are ready to progress onto digraphs in Semester 2.

WHOLE CLASS TEACHING TERM 1		SMALL GROUP TEACHING TERM 1		TERM 1, 2, 3 & 4	TERM 2 & 3		FROM TERM 2		
									
Learning to Blend Three Phonemes - Code: L2B2	Learning to Segment CVC Words - Code: L2S	Preparing for Reading - Code: CCpfr	Preparing for Spelling - Code: CCpfs	Alphabet the Multi Sensory Way - Code: CCal/CCalc	First Reading Words: Set 1 - Code: CCfsw	Stage 1 Phonic Bingo Games - Code: G1	Home Reading Books: Set 1 - Code: HRset1	Fiction Group Reading Books: Set 1 - Code: SRmulti1	Non Fiction Group Reading Books: Set 1 - Code: NFmulti2

Targeting Literacy Over the Full Year Semester 2



Term 3

Full Reading & Spelling Program While Introducing Daily Writing

Explicit Instruction

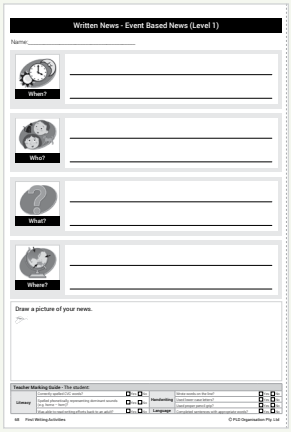
While every class is different, it is likely that the following should be targeted:

- Consolidation of the alphabet sounds while introducing common digraphs (such as sh, ch, th/th, oo (long), oo (short), ee, ck, qu, wh, x).
- Continue to develop letter formation skills.
- Decoding and spelling with CVC words and also early digraphs.
- Teach irregular high frequency words.

As spelling ability progresses, it is appropriate to increase the focus on writing tasks. It is recommended that the daily allocated writing tasks involve a combination of self-generated writing (in which phonetic spelling will occur) and phonic dictation (commencing at a CVC level with minimal irregular high frequency words). Below are some examples of short structured writing tasks taken from First Writing Activities.

Simple sentence construction:

Self-generated writing:



Progress Check

In Week 6 or 7 following another period of targeted instruction, review skill development through presentation of the:

- Foundation Early Reading Screen (so reading books can be adjusted).
- If a small group of students are still unable to read and spell the Foundation Pre-Literacy Screen is still relevant to track the development of the alphabet and phonemic blending and segmentation skills.

In Week 10, schedule the end of Term 3 Spelling Placement whole class screen.

Refer to the Foundation Screening & Tracking Manual for what to screen, when to screen, how to screen and how to report on data.

Catering for Range in Ability

On the basis of the screening cycles, continue to refine the groupings on the needs of the students.

Reading Groups:

- It is anticipated that while some students will require pure CVC reading material, other students are ready for reading material that also integrates early digraphs and high frequency words.

Spelling Groups:

- Each class typically has students who require a modified approach to CVC spelling words (with Wikki Stix and First Spelling Words), while others require hand written CVC spelling tasks, and other students are learning and consolidating early digraph-based spelling words.

Term 4

Digraphs and CCVC & CVCC Reading, Spelling & Writing

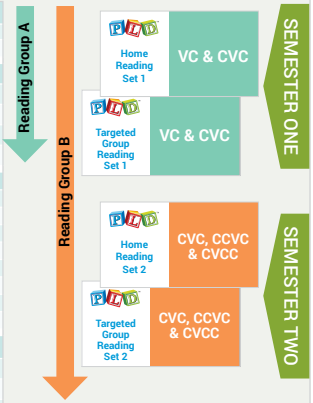
Explicit Instruction

Continue whole class explicit instruction sessions targeting the broad range of areas of need. While every class is different, it is likely that the following should be targeted:

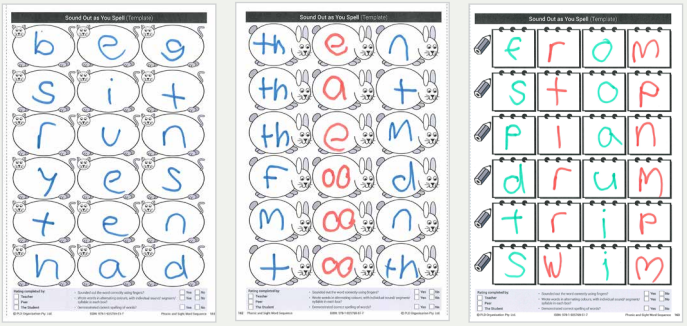
- Consolidation of the alphabet sounds and common digraphs (such as sh, ch, th/th, oo (long), oo (short), ee, ek, qu, wh and x; while introducing CCVC and CVCC).
- Continue to develop letter formation skills with a focus on line placement.
- Teach the high frequency words.
- Decoding and spelling with CVC words and also early digraphs.

It is anticipated that reading groups may appear similar to the following:

Exercise 1: VC Words (Refer to Stimulus Sheet 1)				
at	it	in	is	on
Exercise 2: CVC Words (Refer to Stimulus Sheet 2)				
pin	tap	sit	hat	kit
net	run	jog	gum	win
Exercise 3: CVC Words With Early Stage 1 Phonics (Refer to Stimulus Sheet 3)				
shop	chin	that	shed	rich
rash	thin	thick	much	them
moon	hook	feed	weed	luck
took	queen	shoot	when	quit
Exercise 4: CCVC and CVCC Words (Refer to Stimulus Sheet 4)				
skip	smell	trip	slip	glad
sank	wink	camp	held	gold



The spelling words provided to the class will also differ. Templates and words have been taken from the 'Phonic and Sight Word Sequence'.



Progress Check

In Week 6 or 7 following another period of intensive instruction, review skill development through presentation of:

- Foundation Early Reading Screen for the students who are reading.
- The end of Term 4 Spelling Placement Screen

Catering for Range in Ability

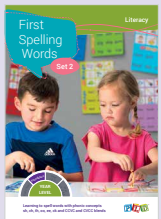
Repeated practice at a student's area of need (or development) is what is required. Progressing students too quickly through the levels is not recommended. Factors such as a history of ear infections, family members who have had literacy issues, past (and or present) speech and language delays are some of the factors that may indicate students typically require additional time and opportunities to rehearse skills. A strong grounding in this important year of schooling sets students up for later success.

Refer to the Foundation Screening & Tracking Manual for what to screen, when to screen, how to screen and how to report on data.

TERM 2

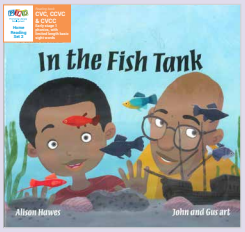
First Spelling Words: Set 1 - Code: CCfsw

TERM 3 & 4



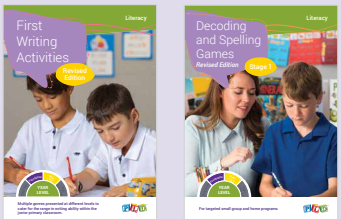
First Spelling Words: Set 2 - Code; CCfsw2

TERM 3 & 4



Decodable Reading Books - Codes:HRset2, SRmulti2, NFmulti2

FULL YEAR PROGRAM

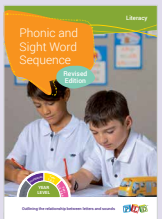


First Writing Activities - Code; Mfwa

FULL YEAR PROGRAM

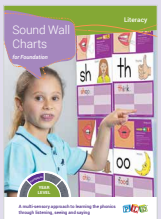
Stage 1 Decoding and Spelling Games - Code: Bsw1

FULL YEAR RESOURCE



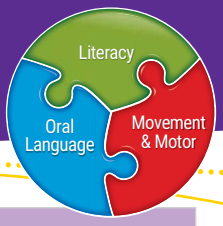
Phonic and Sight Word Sequence - Code: Bpsw

DISPLAY CHARTS



Sound Wall Charts for Foundation - Code: SWCf

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)

Object Description or 'Show and Tell'

Schedule daily 5 - 10 minute sessions.

Rather than students bringing objects in from home, the descriptions are more appropriately based upon semantic groups. It is recommended that plastic objects are utilised to assist with the descriptions.

Descriptions should be based upon the following examples:

- Week 1 & 2: Australian Animals
- Week 3 & 4: Transport
- Week 5 & 6: Mini-beasts (or insects)
- Week 7 & 8: Furniture
- Week 9 & 10: Objects brought in from home

Program: Mn5

Event-Based News

Schedule short daily event-based news focused upon an event that occurred within the school day.

The sentence outlining the event should consist of: Who? What? When? Where? Why? (with a... because... so...).

For example:

"Today we drew a picture of our house <u>because</u> we were talking about where we live."

"This morning we sang a song in music <u>because</u> we are practicing for our assembly."

"Today the class went to the library <u>so</u> we could change our books."

Program: Mn5

Activity Retells

Schedule daily short sessions which recount an activity which has been (or will) be completed.

The retell will consist of:

- When?
- What was made?
- What was used?

... or ...

- What was made?
- What were two steps? E.g. First I .... Following this I ..... rather than the student verbalising - then and then and then!

By Term 3 as single word spelling skills have progressed, many students can utilise the oral language rehearsal as a springboard into writing.

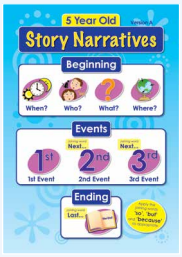
Program: Mn5 (and Mfwa for writing templates)

Picture Book Retelling

Following multiple readings of a focus book over a period of a fortnight, students are given the opportunity to demonstrate their picture book retell ability.

The retell should consist of a beginning (When? Who? What? Where?), 2 or 3 events and an ending.

So late in the school year, the fortnight could conclude with the oral rehearsal work leading into written tasks.



Program: Pbr5 (and Mfwa for writing templates)

Vocabulary and Semantic Development

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

Vocabulary & Syntax

Explicit Instruction

Vocabulary with carrier sentences are to be modelled by adults. The children can copy and then self generate on the basis of the following semantic categories:

TERM 1
- Fruit and Vegetables
- Under the Sea
- Weather and Seasons

TERM 2
- Animals
- Mini-beasts (or Insects)
- Jobs people do (or Occupations)

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

Program: 10m5

Progress Check (optional)

An end of semester progress check is located in Semantic Scenes and Questioning Set 2. This information can be used to demonstrate progress and/or used to accompany a referral to a speech pathologist.

Vocabulary & Semantics

Explicit Instruction

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

TERM 3
- The Zoo
- Transport
- At Home
- Food
- School

Program: Sem5

TERM 4
- Australian Animals
- Clothes
- Under the Sea
- A Birthday Party

Progress Check (optional)

End of year progress check from the Semantic Scenes and Questioning Set 2.

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: Mc5

Parent training video located at: https://pld-literacy.org/product/comprehension-questions-for-5-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 5 Year Olds - Code: Mn5

TERM 3

Activity Retells - Code: Ar35

TERM 4

Picture Book Retelling: Step 2 - Code: Pbr5

HOME PROGRAM

Comprehension Questions for 5 Year Olds - Code: Mc5

STUDENTS WITH LANGUAGE DELAYS

Semantic Scenes & Questioning: Set 2 - Code: Sem5

10 Minute Language Games: Set 2 - Code: 10m5

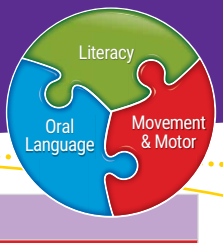
STUDENTS WITH SPEECH ERRORS

Speech Development Screen - Code: Ssd

INTEGRATE WITH WRITING TERM 3 & 4

First Writing Activities - Code: Mfwa

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:
- Ball kicking, throwing and catching
- Hopping and skipping activities
- Balancing on one foot at a time

Repeated Practice of:
- Monkey bars and complex obstacle courses
- Team ball sports
- Tiptoe walking

Repeated Practice of:
- Core strength activities – e.g. tug of war, scooter board games, fit ball activities

Repeated Practice of:
- Core strength activities – e.g. carrying bucket of bean bags, knee walking, 'Simon Says' game

Fine Motor: Promoting Functional Pencil Grasp and Efficient Handwriting

Repeated Practice of:
- Threading small beads, tweezer and tong activites
- Using dominant and helper hand together
- Letter formation emphasising verbal cues, starting points and direction

Repeated Practice of:
- Scissors - using correct grasp to cut complex shapes and curves
- Drawing a person with at least 6 body parts
- Letter formation emphasising verbal cues, starting points and direction

Repeated Practice of:
- Scissors - using correct grasp to cut complex shapes and curves
- Using correct pencil grasp with helper hand holding paper steady
- Letter formation emphasising correct formation and line placement

Repeated Practice of:
- Scissors - using correct grasp to cut complex shapes and curves
- Using correct pencil grasp with helper hand holding paper steady
- Letter formation emphasising correct formation and line placement

General Letter Formation
(with an emphasis on starting points and verbal cues)

Explicit Instruction over Terms 1 & 2 of letter formation from MLFF2. Level 1a tasks in Term 1 and level 1b tasks in Term 2 follow this weekly sequence:

Week 1 - 3: Group 1: s, a, t, p, i, n

Week 4 - 6: Group 2: m, r, c, h, e, d

Week 7 - 9: Group 3: g, o, u, l, f, b

Week 10: Group 4: w, v, x, y, j, k, z, q

Progress Check (optional): Foundation Screening & Tracking Manual - Subtests 4a, b, c & d.

Refined Letter Formation
(with an added emphasis on line placement)

Explicit Instruction over Terms 3 & 4 of letter formation from MLFF2. Level 2a tasks in Term 3 and level 2b tasks in Term 4 follow this weekly sequence:

Week 1 - 3: Group 1: s, a, t, p, i, n

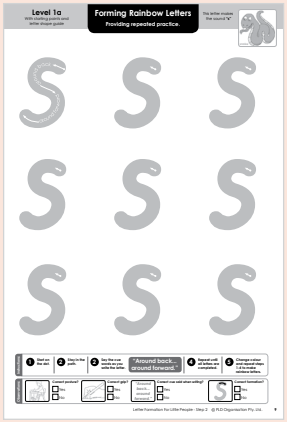
Week 4 - 6: Group 2: m, r, c, h, e, d

Week 7 - 9: Group 3: g, o, u, l, f, b

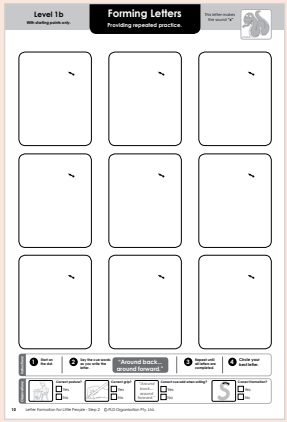
Week 10: Group 4: w, v, x, y, j, k, z, q

SEMESTER 1 TEMPLATES

TERM 1

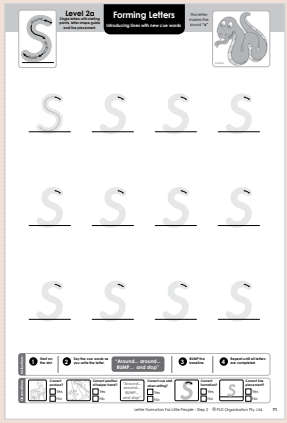


TERM 2

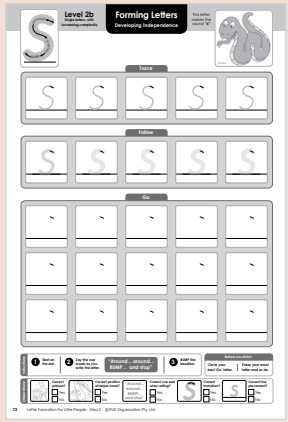


SEMESTER 2 TEMPLATES

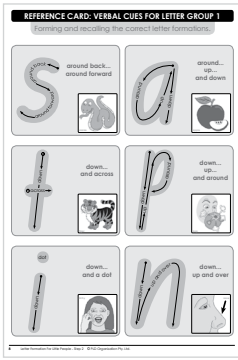
TERM 3

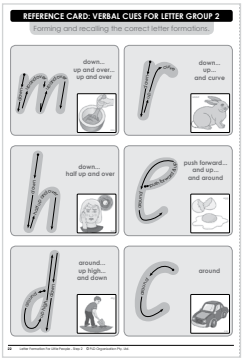


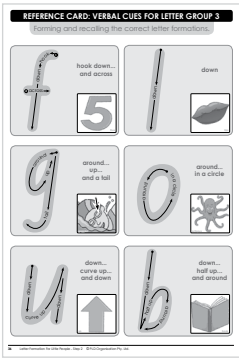
TERM 4

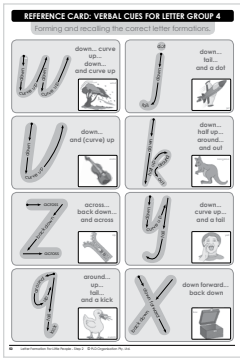


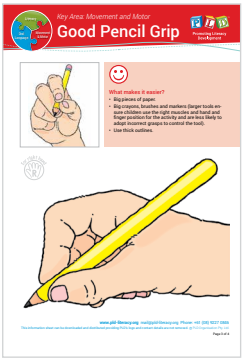
PLD's Structured Synthetic Phonics (SSP) alphabet letter of presentation order is matched with the letter formation order. In this way, when learning the alphabet sounds students are simultaneously learning to write the alphabet sounds.











FULL YEAR

Letter Formation for Little People Step 2 - Code: Mlff2

Alphabet Finger Tracing & Rainbow Writing - Code: Ccaft

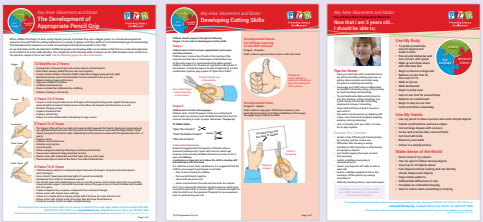
FULL YEAR FINE AND GROSS MOTOR

Developing Cutting Skills: Step 4 - Code: Mcs4

Preparing Children for Handwriting: Step 1 - Code: Mhu4

Preparing Children for Handwriting: Step 2 - Code: Mprd

PARENT EDUCATION DOWNLOADS



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

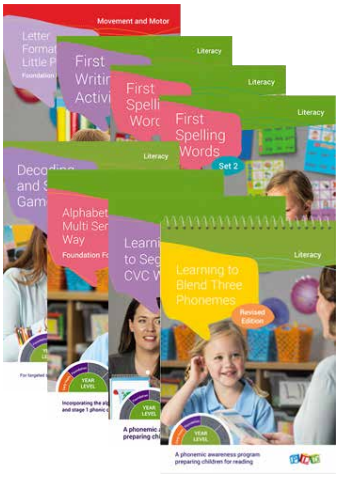
CLASSROOM POSTER

Am I Ready to Handwrite? - Code: Phw

Essential PLD Programs for Successful Implementation

Bundle and Save with PLD's Foundation 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 Foundation Literacy Starter Pack - Code: EFL1

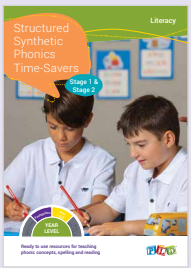
Essential Foundation Oral Language Starter Pack - Code: EFOL

Ultimate Literacy & Oral Language Foundation Starter Pack - Code: EFUSP

Additional PLD Programs to Support Foundation

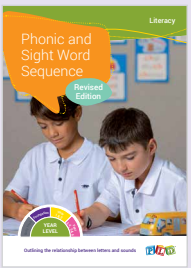
Based on the screening results as outlined in the Foundation Screening & Tracking Manual, for students who are experiencing difficulties or slow to progress, the following programs are recommended.

FULLY PREPARED WORD LISTS



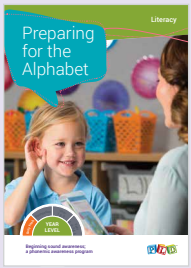
Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPts1

WHOLE SCHOOL PROGRAM

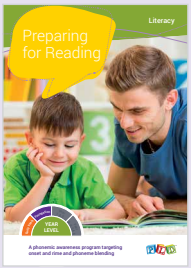


Phonic & Sight Word Sequence - Code: BPSW

FOR STUDENTS REQUIRING ADDITIONAL PHONEMIC AWARENESS TRAINING



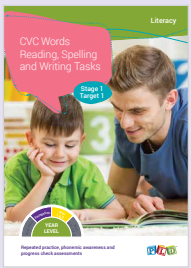
Preparing for the Alphabet - Code: CCpfa



Preparing for Reading - Code: CCpfr

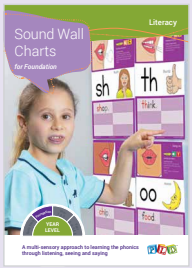
Preparing for Spelling - Code: CCpfs

FOR ADDITIONAL CVC PRACTICE



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

FOR DISPLAY



Sound Wall Charts for Foundation - Code: SWCf

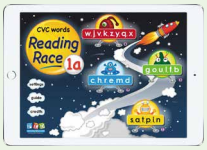
PLD's Reading & Spelling Apps

PLD's range of reading and spelling apps are designed for repeated practice of early literacy skills and are ideal for both classroom and home use. The apps are fun and engaging.

Available on the App Store | GET IT ON Google Play

Semester 1 Apps

Stage 1 Target 1: CVC Reading & Spelling



Reading Race 1a - CVC Words

Spell Star 1a - CVC Words

Two Player 1a - CVC Words

Semester 2 Apps

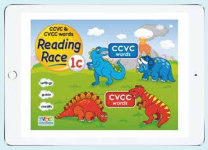
Stage 1 Target 2: 'sh', 'ch', 'th', 'oo', 'ee', 'ck' Reading & Spelling

Reading Race 1b - sh, ch, th, oo, ee, ck Words

Spell Star 1b - sh, ch th, oo, ee, ck Words

Two Player 1b - sh, ch th, oo, ee, ck Words

Stage 1 Target 3: CVCC & CCVC Reading & Spelling



Reading Race 1c - CCVC & CVCC Words

Spell Star 1c - CVCC & CVCC Words

Two Player 1c - CVCC & CVCC Words

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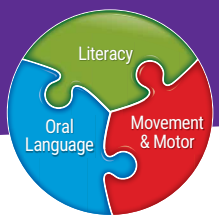
Foundation Year Programs & Resources



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)				
EFL1	Essential Foundation Literacy Starter Pack Includes: L2b2, L2s, Ccal, Bsw1, Mlff2, CCfsw, CCfsw2, Mfwa	~~$596.20~~ $506.81	$399.50	
EFOL	Essential Foundation Oral Language Starter Pack Includes: Mn5, Mc5, 10m5, Sem5	~~$330.00~~ $280.52	$221.00	
EFUSP	Ultimate Literacy & Oral Language Foundation Starter Pack Includes: L2b2, L2s, Ccal, Bsw1, Mlff2, CCfsw, CCfsw2, Mfwa, Mn5, Mc5, 10m5, Sem5	~~$926.20~~ $787.33	$620.50	
Literacy				
CCal	**Alphabet the Multi Sensory Way - Foundation Font** (Full year program) Essential Program	$64.90	$51.00	$194.70
CCalc	**Alphabet the Multi Sensory Way - Cursive Font** (Full year program)	$64.90		
L2b1	**Learning to Blend Onset & Rime** (Term 1 program)	$64.90	$51.00	
L2b2	**Learning to Blend Three Phonemes** (Term 1 program) Essential Program	$64.90	$51.00	
CCpfr	**Preparing for Reading** (Term 1 program)	$82.50	$65.00	
L2s	**Learning to Segment CVC Words** (Term 1 program) Essential Program	$64.90	$51.00	
CCpfs	**Preparing for Spelling** (Term 1 program)	$82.50	$65.00	
CCfrw	**First Reading Words** (Term 2 program)	$82.50	$65.00	
CCfsw	**First Spelling Words - Set 1** (Term 2 program) Essential Program	$82.50	$65.00	
CCfsw2	**First Spelling Words - Set 2** (Semester 2 program) Essential Program	$82.50	$65.00	
Bsw1	**Decoding and Spelling Games - Stage 1** (Term 2, 3 & 4 program) Essential Program	$71.50	$57.00	$214.50
Mfwa	**First Writing Activities** (Semester 2 program) Essential Program	$82.50	$65.00	$247.50
G1	**Stage 1 Phonic Bingo Games** (Full year program)	$49.50	$39.50	$148.50
Bpsw	**Phonic and Sight Word Sequence - Fourth Edition** (Full year resource)	$71.50	$57.00	$500.50
SWCf	**Sound Wall Charts for Foundation** (Full year display items)	$45.00	$35.00	$112.50
Chal	**Alphabet Sound Charts - Foundation Font** (Full year display items)	NA	$30.00	$214.50
Chph1	**Phonic Charts - Stage 1** (Full year display items)	NA	$30.00	
Decodable Reading Books				
Semester 1				
HRset1	**Home Reading Book (Set 1):** VC & CVC Words (31 titles)	$260.00		
AddHRset1	**Additional Home Reading Books (Set 1):** VC & CVC Words (25 titles)	$210.00		
TUset1	**Top-Up Home Reading Books (Set 1):** VC & CVC Words (10 books)	$89.50		
SRmulti1	**Fiction & Non-Group Reading Book (Set 1):** VC & CVC Words (60 books, 6 copies of the 10 titles)	$485.00		
DLset1	**Dandelion Launchers (Set 1):** VC and CVC focus (28 titles)	$170.00		
DRset1	**Dandelion Readers (Set 1):** CVC focus & adjacent vowels (30 titles)	$180.00		
Semester 2				
HRset2	**Home Reading Book (Set 2):** CVC, CCVC & CVCC Words (28 books)	$260.00		
AddHRset2	**Additional Home Reading Books (Set 2):** CVC, CCVC, CVCC & Stage 1 Phonics (25 books)	$230.00		
TUset2	**Top-Up Home Reading Books (Set 2):** CVC, CCVC & CVCC Words (10 books)	$89.50		
DLset2	**Dandelion Launchers (Set 2):** Stage 1 Target 2 Digraphs & Stage 1 Target 2 CCVC & CVCC Words (32 titles)	$190.00		
DRset2	**Dandelion Readers (Set 2):** Stage 1 Target 2 Digraphs & Stage 1 Target 3 CCVC & CVCC Words (20 titles)	$120.00		
SRmulti2	**Fiction Group Reading Book (Set 1):** CVC, CCVC & CVCC Words (60 books, 6 copies of the 10 titles)	$510.00		
NFmulti2	**Non-Fiction Group Reading Books (Set 2):** CVC, CCVC & CVCC Words (60 books, 6 copies of the 10 titles)	$520.00		
Oral Language				
Mn5	**Developing News Telling & Narrative Skills for 5 Year Olds** (Full year program) Essential Program	$82.50	$65.00	
Pbr5	**Picture Book Retelling - Step 2** (Term 4 program)	$82.50	$65.00	
AR35	**Activity Retells for 3-5 Year Olds** (Term 3 program)	$82.50	$65.00	
Mc5	**Comprehension Questions for 5 Year Olds** (Full year home program) Essential Program	$82.50	$65.00	$206.25
10m5	**10 Minute Language Games - Set 2** (Students with language delays, Semester 1) Essential Program	$82.50	$65.00	$206.25
Sem5	**Semantic Scenes and Questioning - Set 2** (Students with language delays, Semester 2) Essential Program	$82.50	$65.00	$206.25
Ssd	**Speech Development Screen** (Students with speech errors)	$82.50		
Movement & Motor				
Mlff2	**Letter Formation for Little People - Foundation Font - Step 2** (Full year program) Essential Program	$82.50	$65.00	$206.25
CCaft	**Alphabet Finger Tracing & Rainbow Writing** (Full year program)	$49.50	$39.00	
Mcs4	**Developing Cutting Skills - Stage 4** (Full year program)	$60.50	$47.50	
Mprd	**Preparing Children for Handwriting - Step 2** (Semester 1 program)	$82.50	$65.00	

Professional Development Options

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

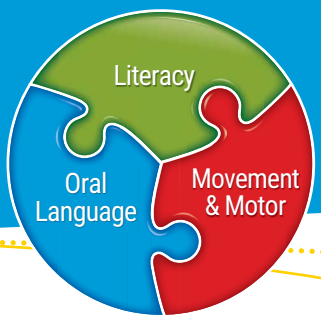
Online Course:
Learning to Read, Spell & Write in Foundation $119.00

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/

How Do the PLD Stages Correspond to Year Levels?



Junior Primary

Early Years

Early Years students* should have acquired at least half of the alphabet sounds and be blending (placing students in a good position to decode early in Foundation) by the end of the year.

- Term 1 Syllabification
- Term 2 Initial Phoneme Awareness
- Term 3 Group 1 alphabet sounds and onset & rime blending
- Term 4 Group 1 & 2 (alphabet sounds and blending 3 phonemes).

Foundation

Students in Foundation* should be midway through Stage 1 by the end of the year.

- Term 1 Pre-CVC skills
- Term 2 Stage 1 Target 1 - CVC
- Term 3 Stage 1 Target 2 digraphs, alphabet sounds, phonemic blending and segmenting
- Term 4 Stage 1 Targets 2 digraphs & Target 3 (CCVC & CVCC)

Year 1

Year 1* students should achieve high level Stage 1 accuracy by the end of the year.

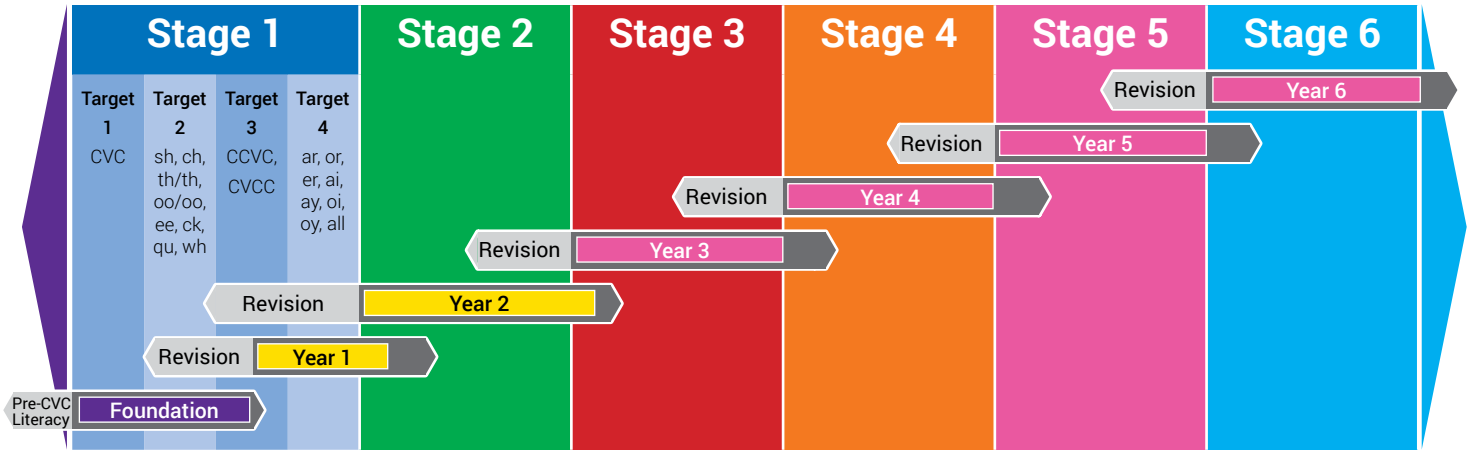
- Term 1: Commence the year with revision of the Stage 1 concepts covered in Semester 2 of Foundation. It will also be necessary to identify the errors in the Term 1 Placement Tests.
- Term 2: Stage 1 Target 4
- Semester 2 to continue to consolidate Stage 1 and make a start on Stage 2.

Year 2

Year 2* students should achieve high level Stage 2 accuracy by the end of the year.

- Commence the year with revision of the Stages 1 & 2 concepts.
- Terms 2 & 3 present the Stage 2 concepts from the outlines.
- In Term 4, aim to finalise the Stage 2 schedule (or target any gaps from the recent placement test). If appropriate make a start on Stage 3.

Key: * = age appropriate students



Colour Key:

- Beginning of the year revision of the previous year level/semester and the identified errors from the Term 1 placement tests
- Teaching focus for Terms 2, 3 and 4

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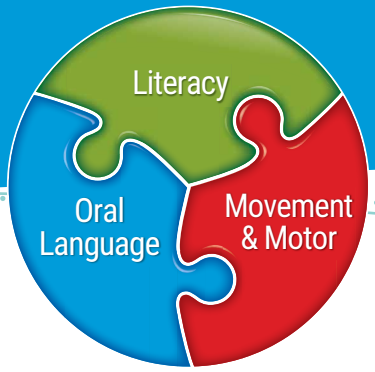

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