

How to Sustain a Successful Schoolwide Implementation of PLD



School Leaders



How to implement?

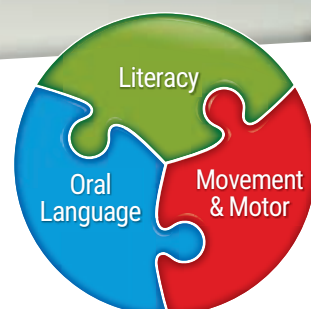
How to interpret whole-school data?

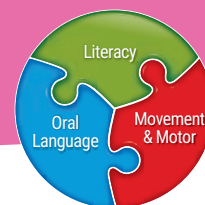
Tips for coaching teaching staff

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Overview of Implementation at a Schoolwide Level	3
Get Started with Schoolwide Implementation.....	4
Where Should Students be Operating at by the End of the Year?	
Early Years and Foundation.....	5
Year 1 & 2 and Year 3, 4, 5 & 6.....	6

Tips for School Leaders when Reviewing Screening & Tracking Data

Red Flags Suggesting Specific Classes are Not on Track or are Not Appropriately Following the PLD Process

Early Years students not showing any improvement between mid and end of term testing	7
Term 1 data is entered however after Term 1 the process is abandoned.....	7
The PLD Tracking Sheets show no variation in the test scores	7
The 85% rule: when does it apply and what are the exceptions?	8
Test results converted into percentages, but no colour filling of cells (in the Year 1-6 Sheets)	8
Results have been entered, colour filling of the cells has occurred, however the students have not been arranged into three targeted teaching groups.....	8
Students placed on inappropriate levels/Stages/groups, rather than targeted teaching groups.....	9
Results entered and class arranged in three targeted teaching groups, but the highlighting does not reflect clear 'group' teaching targets	9

Green Flags that Identify Effective Implementation

Examples of positive or good data entry in Early Years and Foundation.....	10
Examples of positive or good data entry in Years 1 to Year 6.....	11

Frequently Asked Questions

When & How Should Screening be Scheduled?.....	12
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School Leader's Checklists

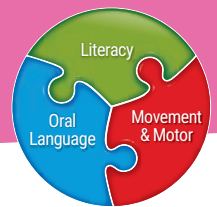
Checklist for the Beginning of Each School Year.....	13
Evidence-Based Resources Checklist	13
Checklist for Every School Term.....	13

Programs and Resources

Early Years.....	14
Foundation	15
Year 1 & 2.....	16
Year 3, 4, 5 & 6	14



Overview of Implementation at a Schoolwide Level



If the school is ready to raise the literacy outcomes of the students, PLD has the training, resources and tools to fully support an evidence-based SSP approach. The role of a school leader is to be the champion of the implementation, making sure that everyone in the teaching community has the current professional knowledge for teaching their current year level, is equipped with the right resources and confident with the tracking and screening processes.

At each step, PLD provides school leaders with the tools and resources to ensure a cohesive and easily-managed roll out. PLD has created a dedicated [online course](#) specifically for Principals, Deputy Principals and Literacy Coordinators that takes leaders through the elements & benefits of the PLD Structured Synthetic Phonics (SSP) Program, along with this dedicated website page:

pld-literacy.org/School-leaders-successful-pld-implementation/

The [online course](#) will cover professional development requirements, program implementation, resource management and most importantly, screening and tracking information. The course provides school leaders with coaching tips to help support teaching staff with roll out of PLD.

At 50-minutes long, the course is designed specifically for school leaders and discusses:

- The evidence-base of SSP programs and PLD in particular.
- Emphasis on discussing the Junior Primary years.

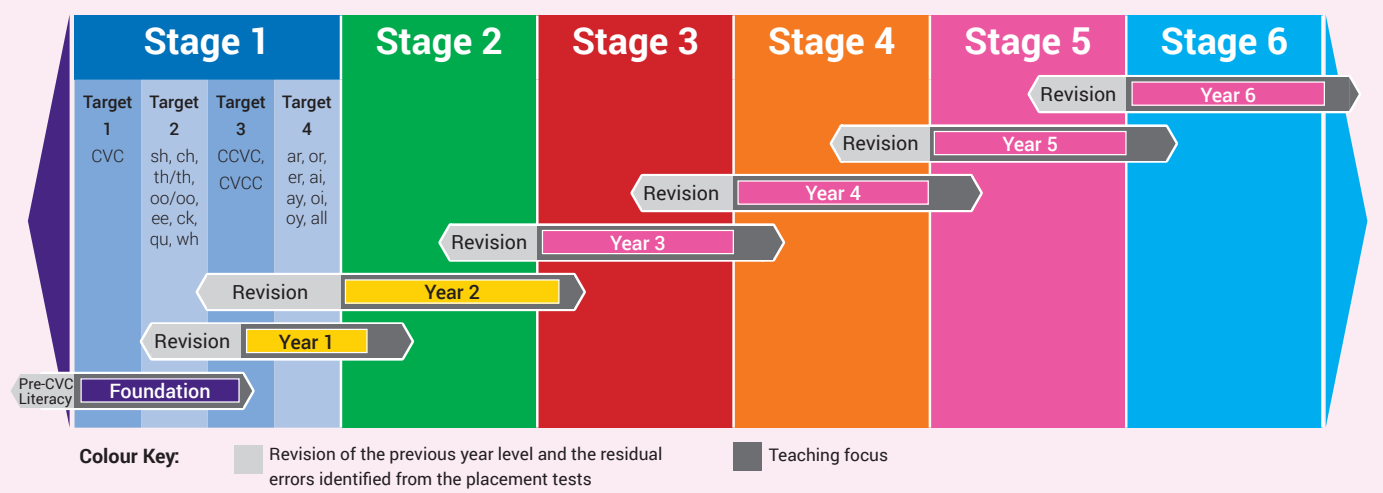
It examines the elements of a successful school roll out, including:

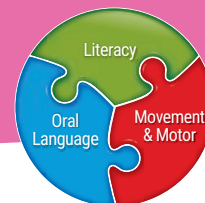
- Professional learning options for classroom teachers.
- A whole year scope and sequence through the 'Teaching Sequence Manuals'.
- Screening & Tracking process and tools.

This manual is designed to be a companion resource used in conjunction with the online course for School Leaders, Teaching Sequence Manuals, Screening & Tracking Manuals and other PLD evidence-based teacher resources.

Perhaps more importantly, both this booklet and the online course outline what school leaders should look out for in the data, and problems and areas for concern that may be indicated. It offers suggestions for school leaders in coaching and supporting staff to ensure that a successful implementation of PLD can be sustained over the long term.

FAQ: How Do the PLD Stages Correspond to Year Levels?





Step 1: Understanding Schoolwide Implementation

- Book the school leadership (and/or literacy) team into our [dedicated online course](#) (as outlined on the previous page) to ensure successful implementation.
- [Book the teaching and support staff into professional development.](#)
- Ensure each teacher has the dedicated Teaching Sequence and Screening & Tracking Manuals written specifically for their year group. Available to download on the [PLD Website](#).
- [Review and purchase the essential resources](#) the school requires.
- [Download and populate the PLD Tracking Sheets.](#)

Step 2: Getting Started with Implementation

- Making a start with PLD in Term 1? The classroom teacher should view the year level specific Teaching Sequence Manuals provided on the PLD website.
- Making a start with PLD in Terms 2, 3 or 4? The classroom teacher should profile the class using the screens outlined in the Screening & Tracking Manuals to get started, and then follow the relevant Teaching Sequence Manuals.

Step 3: Screening & Tracking

For school leaders it is imperative that they are familiar with the PLD Screening & Tracking process and are ready to champion its roll-out across their school.

- Ensure PLD Tracking Sheets are downloaded and student & class details set up.
- Ensure all teaching staff have watched the PLD Tracking Sheets videos for their year level and are familiar with how to use the sheets effectively.
- Establish termly reminders for regular screening in schoolwide calendar.
- Establish a follow-up process to evaluate the data entered into the PLD Tracking Sheets.

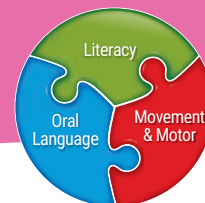
All of these steps are covered in detail in the FREE [online course](#) for school leaders.



Enrol in PLD's FREE school leader's course here: <https://courses.pld-literacy.org/courses/school-leaders-how-to-implement-pld-successfully>.

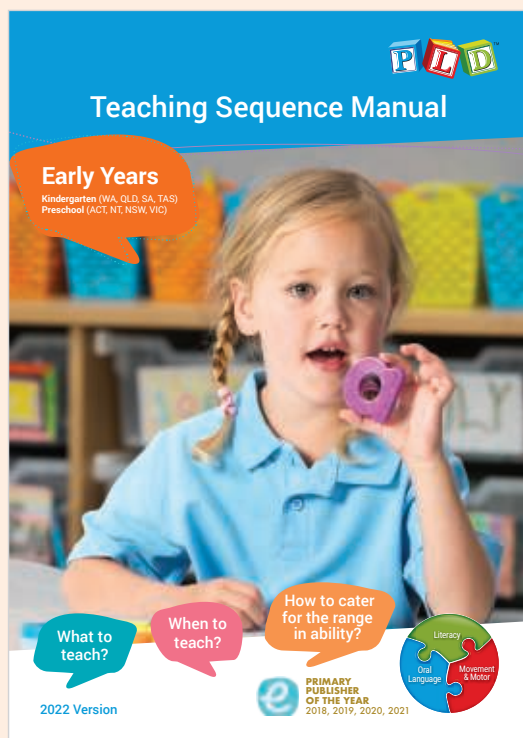
The remainder of this booklet covers the different scenarios that schools may encounter with the PLD Tracking Sheets, how to interpret them, and tips and suggestions for coaching teaching staff.

Where Should Students be Operating at by the End of the Year? (Early Years & Foundation)



As a general rule, school leaders should instruct classroom teachers to begin the year with the end of year goals in mind. Following the “what to teach and when to teach sequence” outlined in the Teaching Sequence Manuals, by the end of the school year the average student should meet the milestones detailed below.

By the end of the school year, Early Years students 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

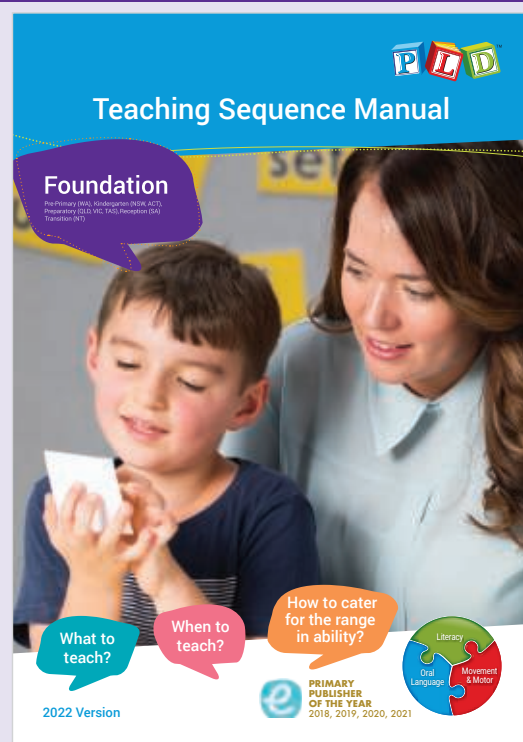
- Be able to demonstrate emerging letter formation skills for at least half of the alphabet.
- Be able to demonstrate a range of fine motor skills.
- Be able to demonstrate a range of gross motor skills.



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.

By the end of the school year, Foundation students 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 (Target 3) concepts.
- Be able to write dictated self-generated sentences.



Movement and Motor

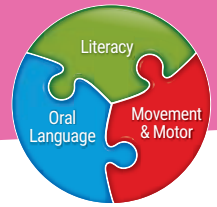
- Be able to form all of the letters of the alphabet.
- Be able to place handwritten letters on lines.
- Have demonstrated fine and gross motor skill development.



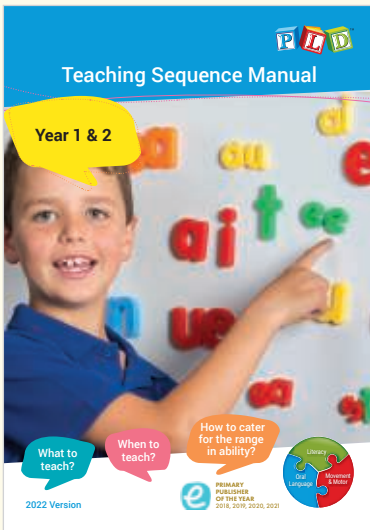
Oral Language

- 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 and 4 picture book comprehension questions.

Where Should Students be Operating at by the End of the Year? (Year 1 & 2 and Year 3, 4, 5 & 6)



By the end of the school year, Year 1 & 2 students should:



Year 1 Targets



Literacy

- Have progressed from decodable reading books and be accurately and fluently reading Stage 1 words and a percentage of Stage 2 words.
- Be able to demonstrate consistent and accurate Stage 1 spelling and have progressed into Stage 2.
- Be able to consistently transfer phonic concepts into extended writing.



Oral Language

- Be able to generate complex sentences for writing.
- Be able to demonstrate inferential, predictive and evaluative comprehension ability.

Year 2 Targets



Literacy

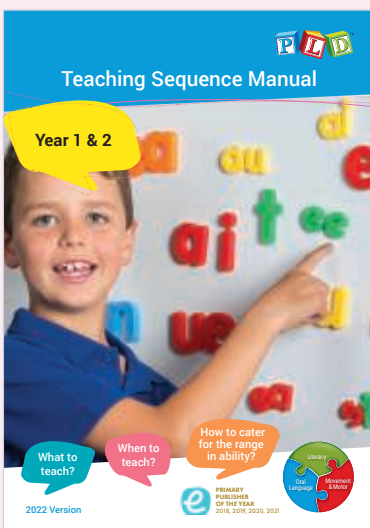
- Accurately and fluently read Stage 2 words and a percentage of Stage 3 words.
- Be approaching or have entered Stage 3 spelling.
- Be able to consistently transfer phonic concepts into extended writing.



Oral Language

- Be able to connect rehearsed language with written genres.
- Be able to demonstrate inferential, predictive and evaluative comprehension ability.

By the end of the school year, Year 3 & 4 and 5 & 6 students should:



Year 3 & 4 Targets



Literacy

- Be able to read and spell the majority of the Stage 3 and 4 words.
- Be fairly consistent at transferring Stage 3 and 4 phonic concepts into extended writing.
- Be able to understand the meaning of the spelling words and be able to apply them in extended writing.



Oral Language

- Be able to read a range of material and demonstrate inferential, evaluative, appreciative, and reorganisation levels of comprehension.
- Be able to transfer the rehearsed oral language sentence structure and details into written genres.

Year 5 & 6 Targets



Literacy

- Be able to read and spell the majority of the Stage 5 and 6 words.
- Be fairly consistent at transferring Stage 5 and 6 phonic concepts into extended writing.
- Be able to understand the meaning of the spelling words and be able to apply them in extended writing.

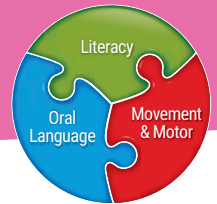


Oral Language

- Be able to read a range of material and demonstrate inferential, evaluative, appreciative, and reorganisation levels of comprehension.
- Be able to transfer the rehearsed oral language sentence structure and details into written genres.



Red Flags Suggesting Specific Classes are Not on Track or Not Appropriately Following the PLD Process



School leaders need to become familiar with the common green and red flags that may be encountered once the screening results have been entered into the [PLD Tracking Sheets](#). This data should be looked upon and reviewed at the beginning, middle and end of each term to ensure class teachers are on track or classroom issues identified can be addressed as soon as possible in the school year.

Examples of Red Flags on the PLD Tracking Sheets

Name of Student	Notes	Syllable Segmentation Score /5 = %		Initial Phoneme Awareness Score /3 = %		Alphabet Sound Recall: GP1 Score /6	
		Term 1: Week 6	Retest in Week 10 if below 80%	Term 2: week 7	Retest in Week 10 if below 80%	Term 3: week 7	Retest in Week 10 if below 80%
		Score	Score	Score	Score	Score	Score
Mahad	ESL	40%	40%	40%	40%		
Noah	Artic	40%	40%	40%	40%		
Shazira	Artic	60%	60%	60%	60%		
Eve		80%					
Will		100%					
Tory		100%					
Khaman	Bek	100%					
Charlei		100%					
Jono		100%					
Eion		100%					
Arabella		100%					
Max		100%					
Pat		100%					
Cormah		80					
Joyce		100%					
Callan		100%					
Jasper		100%					
Casper	ESL	100%					
Tom		100%					

1. Early Years students not showing any improvement between mid and end of term testing

Within the Early Years, the lower performing students identified in Week 6 or 7 should achieve higher test scores by Week 10.

In this example, the midterm and end of term scores are exactly the same. This suggests that no focused (or small group) targeted teaching likely occurred during the final weeks of that term. Early intervention is of priority to the PLD process.

Name of Student	Notes	Syllable Segmentation Score /5 = %		Initial Phoneme Awareness Score /3 = %		Alphabet Sound Recall: GP1 Score /6	
		Term 1: Week 6	Retest in Week 10 if below 80%	Term 2: week 7	Retest in Week 10 if below 80%	Term 3: week 7	Retest in Week 10 if below 80%
		Score	Score	Score	Score	Score	Score
Mahad	ESL	40%	40%				
Noah	Artic	40%	40%				
Shazira	Artic	60%	60%				
Eve		80%					
Will		100%					
Tory		100%					
Khaman	Bek	100%					
Charlei		100%					
Jono		100%					
Eion		100%					
Arabella		100%					
Max		100%					
Pat		100%					
Cormah		80					
Joyce		100%					
Callan		100%					
Jasper		100%					
Casper	ESL	100%					
Tom		100%					

2. Term 1 data is entered however after Term 1 the process is abandoned

It is a red flag when Term 1 (or Term 1 & 2) data is entered but thereafter the process falls away. Many schools start the year well, then the process wanes in its application.

This is where school leaders need to provide termly and systematic attention to keep teachers on track. Schools are busy places, but prioritising a commitment to the PLD process is paramount to successful implementation.

Name of Student	Notes	Syllable Segmentation Score /5 = %		Initial Phoneme Awareness Score /3 = %		Alphabet Sound Recall: GP1 Score /6	
		Term 1: Week 6	Retest in Week 10 if below 80%	Term 2: week 7	Retest in Week 10 if below 80%	Term 3: week 7	Retest in Week 10 if below 80%
		Score	Score	Score	Score	Score	Score
Mahad	ESL	100%					
Noah	Artic	100%					
Shazira	Artic	100%					
Eve		100%					
Will		100%					
Tory		100%					
Khaman	Bek	100%					
Charlei		100%					
Jono		100%					
Eion		100%					
Arabella		100%					
Max		100%					
Pat		100%					
Cormah		100					
Joyce		100%					
Callan		100%					
Jasper		100%					
Casper	ESL	100%					
Tom		100%					

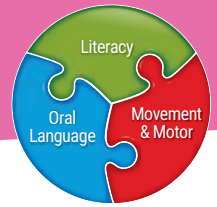
3. The PLD Tracking Sheets show no variation in the test scores

If there is no variation in test scores (e.g the majority of the students scoring at a similar level) this likely indicates that the testing wasn't completed correctly or the teacher might have manipulated the results.

It is very unusual for classes to present with uniform results. More typically there will be a degree of variation in the student test scores.



Red Flags Suggesting Specific Classes are Not on Track or Not Appropriately Following the PLD Process (continued)



Names	Notes	Stage 1				Stage 2	Stage 3
		Target 1 CVC	Target 2 sh, ch, CCVC	Target 3 CCVC	Target 4 ai, oi, ii		
Jazi		50%	50%	50%			
Declan		75%	50%	50%			
Max		50%	50%	0			
Maha		50%	25%	0			
Tryo		75%	50%	75%	11%		
Julie		75%	25%	25%			
Sofia		75%	50%	100%	44%		
Georgia		100%	50%	75%	22%		
Tory		100%	33%	25%	11%		
Noah		100%	67%	75%	33%		
Paula		100%	50%	25%	11%		
Naomi		100%	33%	75%	44%		
Hayward		100%	67%	75%	33%		
Tom		100%	50%	100%	22%		
Eion		100%	33%	25%	0		
Bella		100%	50%	25%	0%		
Peter		100%	83%	75%	33%		
Molly		100%	33%	25%	22%		
Nisa		100%	67%	75%	22%		
Abdul		100%	100%	75%	89%		
Tavi		100%	100%	75%	66%		
Jono		100%	100%	75%	55%		

4. When does the 85% rule apply and what are the exceptions?

Typically, if students fall below 85% at a single word level there is more teaching required, but teacher discretion also needs to be factored in.

In the example, the low group all scored under 85%. What needs to be noticed here, in addition to their poor CVC performance, is that these students also scored at Target 2 level. It is important to look at those CVC errors and decide if they are silly errors (e.g. letter reversals or a suffix added to the end of a CVC word). Sometimes going back to CVC is needed, however sometimes it is appropriate to move students forward a level.

In addition, Sofia and Tryo are in entirely the wrong group, they should be in the middle group. In early Stage 1, students can be a little inconsistent. Review the test scores, but teacher discretion is also important.

Name or student	Notes	Stage 1				Stage 2	Stage 3	Stage 4
		Target 1 CVC	Target 2 sh, ch, th, ss, ee, ee	Target 3 CCVC	Target 4 ai, oi, ii, ey			
		100%	77%	75%	68%	88%	93	82
		100%	100%	100%	100%	100%	93	89
		100%	100%	100%	100%	100%	100%	88
		100%	100%	100%	100%	100%	87%	30%
		100%	100%	100%	100%	84%	50%	15
		100%	100%	100%	100%	75%	50%	
		100%	100%	100%	100%	93%	88	25
		100%	71%	75%	59%	13%		
		100%	100%	100%	100%	94%	88%	81
		100%	100%	100%	100%	100%	75	63.5
		100%	100%	100%	100%	94%	62.5	
		100%	100%	100%	100%	100%	100%	
		100%	100%	100%	100%	94%	83%	
		100%	100%	100%	88%	69%		
		100%	71%	35%	33%			
		100%	100%	100%	100%	100%	68	25
		100%	100%	100%	100%	100%	100%	0%
		100%	85%	50%	77%	13%		
		0%	0%					
		100%	100%	100%	100%	75%	75%	37.5
		%	100%	100%	68%	0%		
		100%	100%	75%	88%	88%	18%	
		100%	100%	100%	100%	81%		
		100%	100%	100%	100%	100%	100	69
		100%	100%	100%	89%	45%	0	
		100%	83%	0%	23%			
		100%	100%	100%	78%	31%	0	
		100%	88%	100%	77%	40%		
		100%	100%	94%	77%	25%	0	
		100%	95%	75%	88%	87%	0	
		100%	94%	0%	0%			

5. Test results converted into percentages, but no colour filling of cells (in the Year 1 to 6 spreadsheets)

The colour filling of cells demonstrates a teacher's interpretation of the results and represents how and what the teacher intends to teach over the next ten week term.

Teachers submitting this level of testing results are only part of the way through the reporting process. There are two short videos to direct teachers to:

1. The video for their year level (listed on page 11).
2. The three functions for effective entry and processing video (listed on page 9).

6. Results have been entered and colour filling of the cells has occurred, however the students have not been arranged into three targeted teaching groups

This alphabetical ordering of students with scattered results makes it very difficult for teachers to devise a teaching plan. Teachers submitting this level of testing results have not completed the correct process. It is recommended that teachers take an additional step to devise a class profile through the creation of three targeted teaching groups.

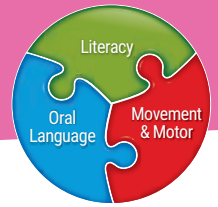
The teacher will be required to cluster lower ability, average and higher ability students together and to look for joint goals. The established focus will aim to benefit the majority of the students in each grouping.

This process has been outlined in the three functions video (listed on page 9) and the year level videos (listed on pages 10 & 11).

Names	Notes	Stage 1						Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
		Target 1 CVC	Target 2 sh, ch, CCVC	Target 3 CCVC	Target 4 ai, oi, ii	Target 5 ay, ay, ay	Target 6 ay, ay, ay					
Stark	ASD	100	85	100	88	58	31	6	0			
Max	Lit Supp	100	85	60	1%	44	6					
Peter		100	100	60	100	88	02					
Andi		100	85	100	88	94	39	0	0	12		
Nick	Attention	100	100	95	100	69	44	12	6			
Charlie		100	100	100	100	94	81	75	0	0		
Ayah		100	100	100	100	88	75	25	6			
Sophie		100	100	100	100	94	09	25	6			
Madison		100	100	100	100	75	50	25	0			
Riley	SP	100	100	100	86	85						
Chantay		100	100	100	88	88	02	12	22			
Melodi		100	100	100	100	88	50	44	0			
Rory		100	100	100	100	81	75	25	12			
Nick		100	100	100	100	100	88	31	19			
Katlyn		100	100	100	100	100	95	31	38	6		
Charlie		100	100	100	100	100	88	38	12			
Lucie	New 2020	100	100	100	100	100	100	31	26			
Will		100	100	100	100	100	100	88	94	25		
Molly		100	100	100	100	100	95	75	31	12		
Inci		100	100	100	100	100	88	50	44	12		
Aidan		100	100	100	100	100	100	88	33	19		
Timmy		100	100	100	100	100	100	94	75	56		
Tyson		100	100	100	100	100	100	94	75	50		



Red Flags Suggesting Specific Classes are Not on Track or Not Appropriately Following the PLD Process (continued)



Term 4 Focus : Testing & data entry within Week 10 Term 3										Last we
Notes	Stage 1				Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 6
	Target	Target	Target	Target						
	100	83	100	55	50					
	100	100	100	89	94	13				
	100	100	100	100	94	25				
	100	100	100	100	81	57				
	100	100	100	100	100	56				
	100	100	100	100	88	36				
Stage 2?	100	100	100	100	69	44				
	100	83	100	100	94	56				
Stage 2?	100	83	100	89	69	25				
Stage 3?	100	100	100	100	94	38	62			
Stage 3?	100	100	100	100	75	69	50			
Stage 3?	100	100	100	89	94	69	19			
Stage 3?	100	100	100	100	100	69	56			
Stage 3?	100	100	100	100	81	75	44			
Stage 3/4?	100	100	100	100	100	75	75	38		
	100	100	100	100	100	81	88	57		
	100	100	75	100	100	81	81	19		
Stage 4	100	100	100	100	100	100	69	57		
	100	100	100	100	100	100	88	45		
s5?	100	100	100	100	100	75	75	75	15	
s5?	100	100	100	100	100	94	81	69	25	

7. Students placed on inappropriate levels/stages rather than targeted teaching groups

There are two red flags in this example:

Red Flag 1: A significant proportion of the class has been placed on an inappropriate level. This is why the colour filling function is useful as it communicates how effectively a teacher is interpreting the testing results.

Red Flag 2: Simplistic groupings have been established and 5 groups identified. This occurs when a teacher focuses upon a single column. Two of the groups will need to be combined (e.g. a Stage 4/5 or a Stage 5/6).

Remember. As part of the PLD process, always aim to create three targeted teaching groups.

8. Results entered and class arranged in three targeted teaching groups, but the highlighting does not reflect clear 'group' teaching targets

The top two groups are not colour filled in even rectangles. There are 5 students with two cells coloured and the rest of these students in these groupings have only one cell colour filled.

Does this mean that these five students are going to be given different word lists?

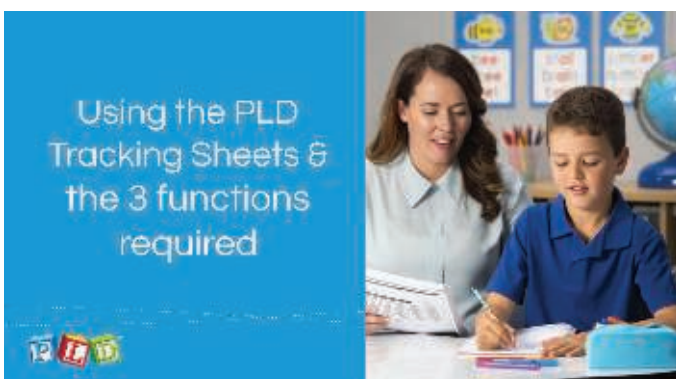
Remember, the colour filling explains the targeted teaching goals for the term. Sometimes, in creating group goals, the focus may need to be marginally widened.

For example: A Stage 2 group, a Stage 2 & 3 group (in which 5 words are revision and consolidation for some students and gap filling for others in that group) and a Stage 3 & 4 group.

Suggestions:

- Stage 2 Group
- Stage 2/3 Group
- Stage 3/4 Group

Term 2 Focus : Testing & data entry within Week 10 Term 3										
Notes:	Stage 1				Stage 2	Stage 3	Stage 4	Stage 4	Stage 4	Stage 4
	1.1	1.2	1.3	1.4						
	CVC	sh, th, oo	ccvc	st, st, st						
	100%	0%	100%	100%	89%	91%				
	100%	100%	100%	100%	89%	69%				
	100%	100%	100%	100%	100%	63%				
	100%	100%	100%	100%	100%	50%				
	100%	83%	100%	100%	100%	44%				
	100%	100%	100%	89%	100%	38%				
	100%	100%	75%	100%	100%	44%				
	100%	83%	100%	100%	100%	63%				
	100%	100%	75%	100%	75%	31%				
	100%	100%	100%	100%	94%	50%				
	100%	100%	100%	100%	100%	69%				
	100%	100%	100%	100%	88%	38%				
	100%	100%	100%	100%	100%	44%				
	100%	100%	100%	100%	100%	63%				
	100%	100%	100%	89%	74%	38%				
	100%	100%	100%	78%	100%	63%				
	100%	100%	100%	89%	81%	50%				
	100%	100%	100%	100%	63%	50%				
	100%	100%	100	100	100	94%	56%			
	100%	100%	100%	100%	100%	94%	56%			
	100%	83%	100%	100%	94%	88%	38%			
	100%	100%	100%	100%	88%	63%	31%			
	100%	100%	100%	89%	88%	75%	19%			
	100%	100%	100%	100%	94%	81%	13%			
	100%	100%	100%	100%	100%	81%	35%			



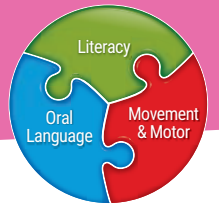
If teachers lack confidence in spreadsheet entry and processing, refer them to the three functions video on the PLD website for further training. The three functions outlined in [this video](#) are:

- Hiding & unhiding columns
- Cutting & pasting rows or deleting rows of data
- Colour filling cells (only for Year 1-6 spreadsheets)

<https://youtu.be/X4jDqnbWOAg>



Green Flags That Identify Effective Implementation (Early Years & Foundation)



When data has been entered correctly:

- ✓ Students are not sorted alphabetically but into three ability groupings.
- ✓ Data entered consistently each term.
- ✓ The majority of students are showing improvement between each cycle of teaching and screening.



Christian Name	Notes	Syllable Segmentation		Initial Sound verbalisation		Group 1 - origin sounds	
		Score /5 = %	Retest in week 10 if below 80%	Score /5 = %	Retest in week 10 if below 80%	Score /6	Retest in week 10 if below 50%
Students who require vocabulary & syllabification development							
Amelia	EAL/D	-	80%	-	-	-	-
Philo	EAL/D	-	100%	-	-	-	-
Further development of initial sound awareness on conjunction with alphabet sound learning: s, a, t, p, l, n							
Stefani	EAL/D	100%	100%	20%	-	-	-
Suliana		80%	-	40%	-	-	-
Harlow	EAL/D	60%	100%	60%	-	-	-
Makarima	EAL/D	80%	-	20%	-	-	-
Zayin		60%	100%	40%	-	-	-
Ready for alphabet: s, a, t, p, l, n and onset & rime blending							
Zoe	EAL/D	80%	100%	80%	-	-	-
Alysa		80%	100%	100%	-	-	-
Althea	EAL/D	100%	-	80%	-	-	-
Mosca		100%	-	100%	-	-	-
Eustacio		100%	-	100%	-	-	-
Archer		100%	-	100%	-	-	-

<https://pld-literacy.org/early-years-getting-started-with-pld/#step4>

Notes:

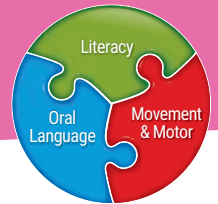


First Name	Notes	Only for CVC Students			Stage 1 Reading			Stage 2 Sp	
		Alphabet sounds	Blending 1 sounds	Segmenting	Target 1 CVC	Target 2 cvc, ck, cc, ck	Target 3 CCVC, CVCC	Target 4 CVC	Target 5 cv, ck, th, ck, ss, ck
Pre-Literacy skill development: alphabet sounds, blending & segmenting									
Joni	SLP	T3	80%	60%	10%	-	-	-	0%
Students who require CVC reading & spelling development and are ready to start learning the Stage 1, Target 2 digraphs									
Mia	EAL/D	23	100	100	80%	0%	-	-	0%
Rosie	Attendance				100%	0%	-	-	0%
Harroon	Epilepsy				80%	0%	-	-	0%
Billy					100%	0%	-	-	14%
Bianca	Ear Infections				90%	0%	-	-	60
Students who require further CVC reading & spelling development, while extending Target 2 digraphs									
Lucas					100%	70%	-	-	100%
Ben	ASD				40%	40%	-	-	0%
Lauren					90%	40%	-	-	0%
Elke					40%	60%	-	-	43%
Peter					100%	40%	-	-	0%
Peter					100%	40%	-	-	0%
Cassidy					100%	80%	-	-	0%
Students who require further Target 2 & 3 reading and spelling skill development									
Jax					100%	80%	30%	100%	57%
Indigo					100%	75%	30%	80%	43%
Sam					100%	75%	30%	100%	57%
Miguel	GP				100%	95%	60%	100%	43%
Vanilla					100%	80%	30%	100%	43%
Bea					100%	80%	30%	80%	14%
Isla					100%	90%	40%	100%	43%
William					100%	80%	30%	80%	29%
Ruby					100%	85%	100%	100%	71%
Rodney	New T3				100%	100%	100%	100%	71%

Notes:



Green Flags That Identify Effective Implementation (Year 1 & 2 and Year 3, 4, 5 & 6)



When data has been entered correctly:

- ✔ Students are not sorted alphabetically but into three ability groupings.
- ✔ Data entered consistently each term.
- ✔ The majority of students show improvement between each cycle of teaching and screening.



<https://pld-literacy.org/year-1-and-2/#step4>

Notes:

Term 3 Focus : Testing & data entry within Week 10					
Term 2					
Stage 1					
Christian Name	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CCVC	Target 4 av, or, er, ay, oi, oy	Stage 2
Focus on Target 2 and Target 3					
Maxwell	80%	42%	0%	0%	
Scarlett	100%	57%	40%	11%	
Georgia	100%	42%	100%	22%	
Andrea	80%	42%	40%	0%	
Target 4 and then commencing Stage 2					
Jono	100%	71% c/ck	85%	33%	20%
Max	100%	71% c/ck	100%	33%	18%
Jacob	100%	71%	100%	33%	25%
Indiana	100%	71%	100%	56%	35%
Tia	100%	86%	85%	38%	10%
Ella	100%	86%	86%	33%	23%
Ella	100%	86%	85%	65%	40%
Korey	100%	86%	85%	22%	35%
Eamon	100%	86%	85%	44%	22%
Tess	100%	86%	100%	33%	18%
Mia	100%	86%	100%	66%	18%
Locky	100%	100%	100%	44%	35%
Adriana	100%	86%	100%	75%	35%
Sara	100%	100%	100%	55%	24%
Hudson	100%	100%	100%	78%	33%
Isabel	100%	100%	100%	67%	12%
Henry	100%	86%	100%	67%	44%
Tiffany	100%	100%	100%	55%	44%
Henley	100%	100%	100%	44%	22%
Isia	100%	100%	100%	56%	25%
Stage 2					
Elna	100%	100%	100%	78%	30%
Leo	100%	86%	100%	89%	45%
Jasper	100%	100%	100%	89%	32%
Chloe	100%	100%	100%	100%	37%

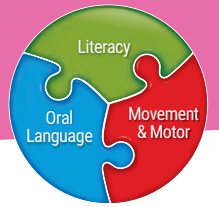


<https://pld-literacy.org/year-3-4-5-6-getting-started-with-pld/#step4>

Notes:

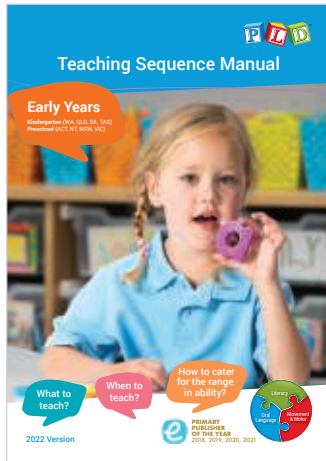
Term 3 Focus : Testing & data entry within Week 10					
Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	
Focus on Stage 3 & 4					
Tahlia	69	44	6		
Neve	100	69	25		
Isabella (Issy)	75	44	13		
Katy	69	56	19		
Sophie	94	56	31		
Meadow	69	50	19		
Morgan	69	63	13		
Focus on Stage 4 & 5					
James	88	63	25		
Aaron	88	75	56	6	
Katie	81	50	38	19	
Te Kyi (Te Kyi)	88	81	50	13	
Caitlyn	94	75	63	38	19
Zoe	94	69	63	25	
Kenzie	88	69	44	13	
Lily	81	63	38	13	6
Mollie	75	75	38	25	13
Lucas	100	69	31	25	6
Calvin	100	75	56	38	25
Focus on Stage 5 & 6					
Hannah	88	94	75	50	19
Tyler	94	81	75	25	38
Joseph	100	94	88	63	63
Zac	100	81	69	38	25
Aden	100	94	56	56	31
Nirronto	100	100	81	81	81

When & How Should Screening Be Scheduled?

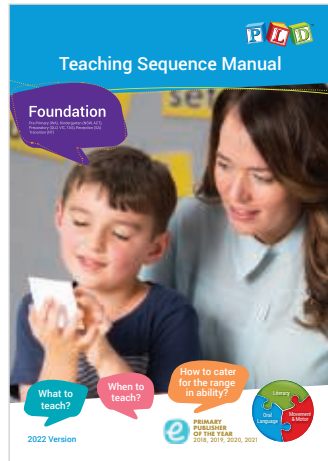


PLD have outlined each screen to be used, along with their suggested timings in the Screening & Tracking Manuals.

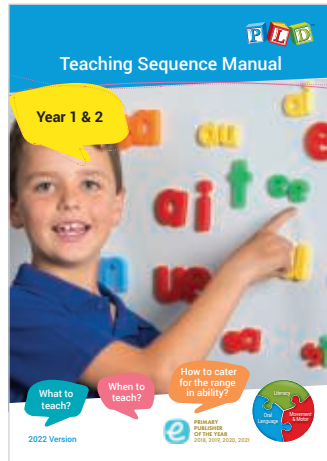
TIP. Ensure each teacher has downloaded the relevant [Screening & Tracking Manual](#) for their year level at the start of the year.



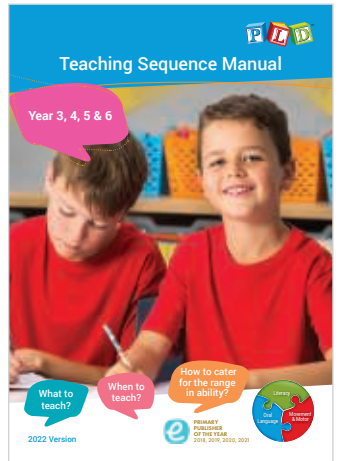
Early Years
Teaching Sequence Manual



Foundation
Teaching Sequence Manual



Year 1 & 2
Teaching Sequence Manual



Year 3, 4, 5 & 6
Teaching Sequence Manual

Within each Screening & Tracking Manual you will find a detailed overview of when to schedule the screens. As a general rule, the screening should follow the timetables, however schools may adjust the timings to suit their requirements and specific school environments. The schedule will directly link to the outlines in the Screening & Tracking Manuals.

When to Schedule PLD's Early Years Screening			
Term 1	Term 2	Term 3	Term 4
Explicit Teaching Phase Refer to the Early Years Teaching Sequence Manual . One minute progress check <ul style="list-style-type: none"> Subtest 1 Syllable Segmentation. 	Explicit Teaching Phase Refer to the Early Years Teaching Sequence Manual . One minute progress check <ul style="list-style-type: none"> Subtest 2 Verbalisation of Initial Phoneme. 	Explicit Teaching Phase Refer to the Early Years Teaching Sequence Manual . Two min check <ul style="list-style-type: none"> Subtest 1 Rhyme Subtest 2 Alphabet Subtest 3 Alphabet Subtest 4 Phonics 	Explicit Teaching Phase Refer to the Early Years Teaching Sequence Manual . Two min check <ul style="list-style-type: none"> Subtest 1 Rhyme Subtest 2 Alphabet Subtest 3 Alphabet Subtest 4 Phonics
Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term. 	Reporting <ul style="list-style-type: none"> Populate with all. Cluster target group (differe foci for term). 	Reporting <ul style="list-style-type: none"> Populate with all. Cluster target group (differe foci for term).
For children who scored below 80% in their mid-term progress check: Repeat the relevant subtest (as above). Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 2. 	For children who scored below 80% in their mid-term progress check: Repeat the relevant subtest (as above). Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups and set differentiated learning foci for Term 2. 	For all children below 80% in term progress check: Repeat 1 subtest (as above). Reporting <ul style="list-style-type: none"> Populate with all. Cluster target group (differe foci for term). 	For all children below 80% in term progress check: Repeat 1 subtest (as above). Reporting <ul style="list-style-type: none"> Populate with all. Cluster target group (differe foci for term).

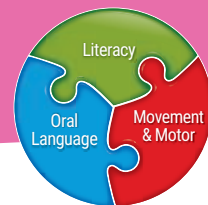
Scheduling PLD Screening & Tracking in Year 1 & 2			
Term 1	Term 2	Term 3	Term 4
Spelling Placement Screen Refer to the Year 1 & 2 Teaching Sequence Manual . Spelling Placement Screen Present the screen to all Year 1 & 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 1. 	Spelling Placement Screen Refer to the Year 1 & 2 Teaching Sequence Manual . Spelling Placement Screen Present the screen to all Year 1 & 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 2. 	Standardised Assessments Allocate a date during the semester (we recommend in November) to administer standardised tests to calculate each student's reading and spelling ages. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 3. 	Standardised Assessments Allocate a date during the semester (we recommend in November) to administer standardised tests to calculate each student's reading and spelling ages. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 4.
Early Reading Screen Present the screen to all Year 1 & 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 1. 	Early Reading Screen Present the screen to all Year 1 & 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 2. 	Early Reading Screen Present the screen to all Year 1 & 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 3. 	Early Reading Screen Present the screen to all Year 1 & 2 students. Reporting <ul style="list-style-type: none"> Populate tracking sheet with student results. Cluster class into three targeted teaching groups. Set a differentiated learning focus for each group for Term 4.
Explicit Teaching Phase Refer to the Year 1 & 2 Teaching Sequence Manual . Explicit Teaching Phase Present the end of Term 1 screen. <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. 	Explicit Teaching Phase Refer to the Year 1 & 2 Teaching Sequence Manual . Explicit Teaching Phase Present the end of Term 2 screen. <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. 	Explicit Teaching Phase Refer to the Year 1 & 2 Teaching Sequence Manual . Explicit Teaching Phase Present the end of Term 3 screen. <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2. 	Explicit Teaching Phase Refer to the Year 1 & 2 Teaching Sequence Manual . Explicit Teaching Phase Present the end of Term 4 screen. <ul style="list-style-type: none"> Year 1 - All of Stage 1. Year 2 - All of Stage 1 & 2.
Screening & Tracking Low Ability Term 1 For students who are slow to progress through Stage 1, present the relevant Early Reading Screening screen to establish a targeted plan for Term 2. Optional: Present the irregular HFW screen.	Screening & Tracking Low Ability Term 2 For students who are slow to progress through Stage 1, present the relevant Early Reading Screening screen to establish a targeted plan for Term 3. Optional: Present the irregular HFW screen.	Screening & Tracking Low Ability Term 3 For students who are slow to progress through Stage 1, present the relevant Early Reading Screening screen to establish a targeted plan for Term 4. Optional: Present the irregular HFW screen.	Screening & Tracking Low Ability Term 4 For students who are slow to progress through Stage 1, present the relevant Early Reading Screening screen to establish a targeted plan for Term 4. Optional: Present the irregular HFW screen.

Year 3, 4, 5 & 6
Screening & Tracking Manual

Foundation
Screening & Tracking Manual

Year 1 & 2
Screening & Tracking Manual

Year 3, 4, 5 & 6
Screening & Tracking Manual



Checklist for the Beginning of Each School Year

Start the implementation of PLD right:

- The relevant members of the leadership (and/or literacy) team have completed the [School Leader's online course](#).
- All staff implementing PLD have completed professional development relevant to the year level they are teaching.
 - All professional development should be current and completed within the last three years (online seminar or on-site).
- Teachers have been supplied with the following manuals for their year level:
 - Screening & Tracking Manual.
 - Teaching Sequence Manual.
- School leaders have downloaded and set up the schoolwide PLD Tracking Sheet document and labelled each tab with the different year levels and class names: i.e. "Year2, RM9" or "Year 2T".
- Teachers have viewed the [three spreadsheet functions](#) video that is required to enable the creation of three teaching groups.
- School leaders have established termly reminders in the school calendar to review the data collected.

Evidence-Based Resources Checklist

Does the school have access to appropriate programs for this term?

- Perform an audit of the titles currently in the school. PLD recommends trading in or updating titles that are over 10 years old as the evidence-base will have changed.
- Each classroom should have access to a basic set of essential starter pack resources. Each pack has been [outlined on the PLD website](#). **Note:** The Teaching Sequence Manuals denote the relevant products to successful implementation term-by-term.

Checklist for Each School Term

Has the school completed progress checks this term?

- Beginning of term check that teachers have completed the testing and organised their class into three targeted teaching groups.
- Midterm check that Early Years and Foundation teachers have completed the testing and organised their class into three targeted teaching groups.
- End of term check that teachers have completed the testing and organised their class into three targeted teaching groups for the start of next term.

Have a question about the results entered on the PLD Tracking Sheets?

- Direct staff to the year level specific video on the PLD website (listed on page 10 and 11).
- Refer to the red flags and FAQ outlined in this manual.
- Have a year level specific question? School leaders can request access to the PLD online course for that level to instruct the school's classroom teachers.

PLD has a dedicated support site in which we have outlined the responses to the most commonly asked questions. Visit: <https://support.pld-literacy.org/en-au/> or get in touch through the online chat on <https://pld-literacy.org>.

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/

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/


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)				
EY1L	Essential Year 1 Literacy Starter Pack Includes: Bpsw, SSpts1, Sp1, Md1, Bsw1	\$372.90 \$316.99	\$250.75	
EY2L	Essential Year 2 Literacy Starter Pack Includes: Bpsw, SSpts1, Sp2, Md2, Bsw2	\$372.90 \$316.99	\$250.75	
EY12LE	Essential Year 1 & 2 Low Entry Literacy Starter Pack Includes: CCread, CCspell, Bal, Bcvc	\$319.00 \$271.17	\$214.20	
EY12OL	Essential Year 1 & 2 Oral Language Starter Pack Includes: Mn68, CCgn1, CCgn2, Mc6	\$242.00 \$205.72	\$161.50	
UY1LOL	Ultimate Literacy & Oral Language Year 1 Starter Pack Includes: Bpsw, SSpts1, Sp1, Md1, Bsw1, Mn68, CCgn1, CCgn2, Mc6	\$614.90 \$522.71	\$412.25	
UY2LOL	Ultimate Literacy & Oral Language Year 2 Starter Pack Includes: Bpsw, SSpts1, Sp2, Md2, Bsw2, Mn68, CCgn1, CCgn2, Mc6	\$614.90 \$522.71	\$412.25	
Literacy				
Bpsw	Phonic and Sight Word Sequence (Full year resource) Essential Program	\$71.50	\$57.00	\$500.50
SSpts1	Structured Synthetic Phonics Time-Savers - Stage 1 & 2 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
Sp1	Synthetic Phonics Flip Book - Stage 1 (Full year program) Essential Program	\$64.90	\$51.00	
Sp2	Synthetic Phonics Flip Book - Stage 2 (Full year program) Essential Program	\$64.90	\$51.00	
Md1	Phonic Dictation - Stage 1 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
Md2	Phonic Dictation - Stage 2 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
Bsw1	Decoding and Spelling Games - Stage 1 (Full year program) Essential Program	\$71.50	\$57.00	\$214.50
Bsw2	Decoding and Spelling Games - Stage 2 (Full year program) Essential Program	\$71.50	\$57.00	\$178.75
Mfwa	First Writing Activities (Full year program)	\$82.50	\$65.00	\$247.50
SAjp	Spelling Activities for the Junior Primary (Full year program)	\$82.50	\$65.00	\$206.25
Bcvc	CVC Words Reading, Spelling and Writing Tasks (Stage 1, Target 1)	\$82.50	\$65.00	\$247.50
Bph1	Early Stage 1 Reading, Spelling and Writing Tasks - Target 2 (Stage 1, Target 2)	\$82.50	\$65.00	\$247.50
Bblends	CCVC and CVCC Reading, Spelling and Writing Tasks - Stage 1, Target 3 (Stage 1, Target 3)	\$82.50	\$65.00	
Bph2	Late Stage 1 Reading, Spelling and Writing Tasks - Target 4 (Stage 1, Target 4)	\$82.50	\$65.00	\$247.50
G1	Phonic Bingo Games - Stage 1 (Full year program)	\$49.50	\$39.50	\$148.50
Chph1	Phonic Charts - Stage 1 (Full year display item)		\$30.00	
Chph2	Phonic Charts - Stage 2 (Full year display item)	\$38.50	\$30.00	
SWCy1	Sound Wall Charts for Year 1 (Full year display item)	\$45.00	\$35.00	\$165.00
Fcp	Phonic Flash Cards - Stage 1 - 4 (Full year program)	\$49.50	\$39.00	\$148.50
For Pre-Literacy Students in Year 1 & 2				
CCread	Teach a Child to Read in 3 Steps (Pre-literacy program)	\$82.50	\$65.00	
CCspell	Teach a Child to Spell in 3 Steps (Pre-literacy program)	\$82.50	\$65.00	
Bal	Alphabet Letter Sounds (Pre-literacy program)	\$71.50	\$57.00	\$214.50
CCpfr	Preparing for Reading (Phonemic blending program)	\$82.50	\$65.00	
CCpfs	Preparing for Spelling (Phonemic segmentation program)	\$82.50	\$65.00	
L2b2	Learning to Blend Three Phonemes (Phonemic blending program)	\$64.90	\$51.00	
L2s	Learning to Segment CVC Words (Phonemic segmentation program)	\$64.90	\$51.00	

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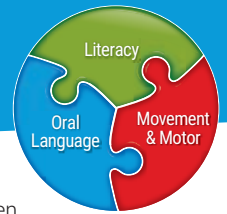
Website Codes (add "e" for eBook & "es" for license)	PLD Program or Resource Title	Hard Copy Price inc. GST	eBook Price inc. GST	School License Annual Price inc. GST
Year 1 Decodable Reading Books (Semester 1)				
Year 1 Semester 1				
HRset3	Home Reading Books (Set 3): (30 titles)	\$265.00		
SRmulti3	Fiction Group Reading Books (Set 3): (60 books, 6 copies of the 10 titles)	\$555.00		
NFmulti3	Non-Fiction Group Reading Books (Set 3): (60 books, 6 copies of the 10 titles)	\$510.00		
Year 1 Semester 2				
HRset4	Home Reading Books (Set 4): (29 titles)	\$270.00		
SRmulti4	Fiction Group Reading Books (Set 4): (60 books, 6 copies of the 10 titles)	\$595.00		
NFmulti4	Non-Fiction Group Reading Books (Set 4): (60 books, 6 copies of the 10 titles)	\$520.00		
Junior Primary Catch-Up Series				
HRset1b	Catch-Up Junior Reading Books (Set 1): CVC, CCVC & CVCC focus (20 books)	\$119.90		
HRset2b	Catch-Up Junior Reading Books (Set 2): Stage 1 phonics (20 books)	\$119.90		
HRset34b	Catch-Up Junior Reading Books (Set 3): Stage 1 & Stage 2 phonics (20 books)	\$119.90		
L1mail	Introducing Vowel Digraphs: Stage 1 Target 4 & Stage 2 (14 titles)	\$85.00		
SVset	Split Vowel Spelling Set: long or split vowels: a-e/e-e/i-e/o-e/u-e (6 titles)	\$50.00		
Deggs1	Dragon Eggs (Set 1): Stage 1 & Stage 2 phonics (10 titles)	\$105.00		
Oral Language				
Mn68	Connecting Oral & Written Language - Step 1 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
CCgn1	Generating Narratives - Set 1 (Semester 2 program) Essential Program	\$38.50	\$30.00	\$115.50
CCgn2	Generating Narratives - Set 2 (Semester 2 program) Essential Program	\$38.50	\$30.00	\$115.50
Mc6	Comprehension Questions for 6 - 7 Year Olds (Full year home program) Essential Program	\$82.50	\$30.00	\$115.50
10m5	10 Minute Language Games - Set 2 (Students with language delays, Semester 1)	\$82.50	\$65.00	\$206.25
Sem5	Semantic Scenes and Questioning - Set 2 (Students with language delays, Semester 2)	\$82.50	\$65.00	\$206.25
Ssd	Speech Development Screen (Students with speech errors)	\$82.50		
Movement & Motor				
Mlff3	Letter Formation for Little People - Step 3 (Full year program)	\$82.50	\$65.00	
Professional Development Options				<p><i>These prices are subject to change. The PLD website will always feature current prices.</i></p> <p>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.</p> <p>Once you have selected the titles required, order directly here: https://pld-literacy.org/quick-order/</p>
	Perth-Based Seminar (& online seminars): Implementing PLD in Year 1 & 2	\$169-199.00		
	Online Courses: Synthetic Phonics within the Junior Primary	\$119.00		
	Teaching Students Unable to Read, Spell and Write Within Primary School (for students at a pre-CVC level)	\$79.00		

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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)				
EY34L	Essential Year 3 & 4 Literacy Starter Pack Includes: Bpsw, SSpts3, Md3, Md4	\$319.00 \$271.17	\$214.20	
EY56L	Essential Year 5 & 6 Literacy Starter Pack Includes: Bpsw, SSpts5, Md5, Md6	\$319.00 \$271.17	\$214.20	
EY360L	Essential Year 3, 4, 5 & 6 Oral Language Starter Pack Includes: Mn912, CCgn1, CCgn1, Mc8	\$242.00 \$205.72	\$161.50	
Literacy				
Bpsw	Phonic and Sight Word Sequence (Full year resource) Essential Program	\$71.50	\$57.00	\$500.50
SSpts3	Structured Synthetic Phonics Time-Savers - Stage 3 & 4 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
SSpts5	Structured Synthetic Phonics Time-Savers - Stage 5 & 6 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
SAmup	Spelling Activities for the Middle & Upper Primary (Full year program)	\$82.50	\$65.00	\$206.25
Md3	Phonic Dictation - Stage 3 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
Md4	Phonic Dictation - Stage 4 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
Md5	Phonic Dictation - Stage 5 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
Md6	Phonic Dictation - Stage 6 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
Sp3	Synthetic Phonics Flip Book - Stage 2, 3 & 4 (Full year program)	\$64.90	\$51.00	
SWC23	Sound Wall Charts for Year 2 - 3 (Full year display items)	\$55.00	\$45.00	\$165.00
Chph3	Phonic Charts - Stage 4 (Full year display items)		\$30.00	
Chph4	Phonic Flash Cards - Stage 1 - 4 (Full year display items)	\$38.50	\$30.00	
Fcp	Stage 1 Phonic Bingo Games (Full year program)	\$49.50	\$39.00	\$148.50
Decodable Reading Books				
Middle & Upper Primary Catch-Up Series Reading Age Foundation-Year 1				
MDog12	Moon Dogs Series (Set 1 & Set 2): Set 1 CVC Set 2 CVC, CCVC, CVCC & sh, ch, th, ng, ck & qu (16 titles)	\$104.00		
ThatDog1	That Dog Series (Set 1): CVC, CVCC, CVCC, sh, ch, th, ck, qu, ng, wh, ing (12 titles)	\$125.00		
MagBelt1	Magic Belt Series (Set 1): CVC, CVCC, CVCC, sh, ch, th, ck, qu, ng, wh, ing (12 titles)	\$125.00		
Middle & Upper Primary Catch-Up Series Reading Age Year 1-Year 2				
MDog3	Moon Dogs Series (Set 3): ai/ay, oi/oy, or/aw, ee/ea, oa/ow, ur/ir, oo/ue, ow/ou (14 titles)	\$85.00		
Totem1	Totem Series (Set 1): CCVCC, sh/ch/th, ck/ng/qu/wh, ay/ai/a-e/a, ea/ee/y/ey/e, er/ir/ur, ou/ow, etc (12 titles)	\$125.00		
Alba1	Alba Series (Set 1): CCVCC, sh/ch/th, ck/ng/qu/wh, ay/ai/a-e/a, ea/ee/y/ey/e, er/ir/ur, ou/ow, etc (12 titles)	\$125.00		
Middle & Upper Primary Catch-Up Series Reading Age Year 2-Year 3				
Deggs1	Dragon Eggs (Set 1): Stage 1 & Stage 2 phonics (10 titles)	\$105.00		
Rescue1	Rescue Series (Set 1): ay/ai/a-e/ea/ey, ea/ee/y/e/ie/e-e/ei, ow/oa/oe/o-e/o, er/ir/ur/ear, ow/u/oi/oy (10 titles)	\$105.00		
Island1	Island Adventure Series (Set 1): ay/ai/a-e/ea/ey, ea/ee/y/e/ie/e-e/ei, ow/oa/oe/o-e/o, er/ir/ur/or/ear etc (10 titles)	\$105.00		
TitGaunt1	Titan's Gauntlets Series (Set 1): f/ff/ph, ture, tion, cial/tial, sion, ge/g/j, lll/al/le (10 titles)	\$105.00		
Talisman12	Talisman Series (Set 1 & Set 2): Set 1 er/ir/ur/or/ear Set 2 e.g. ture, sion, dge (20 titles)	\$210.00		
AmbGuard1	Amber Guardians Series (Set 1): with increased text and less images throughout the books (10 titles)	\$140.00		
Oral Language				
Mn912	Connecting Oral & Written Language - Step 2 (Full year program) Essential Program	\$82.50	\$65.00	\$206.25
CCgn1	Generating Narratives - Set 1 (Semester 2 program) Essential Program	\$38.50	\$30.00	\$115.50
CCgn2	Generating Narratives - Set 2 (Semester 2 program) Essential Program	\$38.50	\$30.00	\$115.50
Mc8	Comprehension Questions for 8 - 9 Year Olds (Full year home program) Essential Program	\$82.50	\$65.00	\$206.25
	Professional Development Options Perth-Based Seminar (& online seminars): Implementing PLD in 3, 4, 5 & 6 \$169-199.00 Online Course: Synthetic phonics and beyond \$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.	<i>These prices are subject to change. The PLD website will always feature current prices.</i> Once you have selected the titles required, order directly here: https://pld-literacy.org/quick-order/	



Decodable Reading Books Online Order Form



The purpose of this form is to outline PLD's Decodable Reading Books. In order to calculate freight, once the requirements have been selected, progress onto the quick order form: <https://pld-literacy.org/quick-order/> and submit the order online.

Website Code	PLD Decodable Reading Books	Price inc GST	Quantity	Total
Foundation Decodable Reading Books (Semester 1)				
HRset1	Home Reading Book Set 1 (VC & CVC Words) (31 titles)	\$250		
TUset1	Top Up Home Reading Books Set 1 (VC & CVC Words) (10 titles)	\$85		
SRmulti1	Fiction & Non Group Reading Book Set 1 (VC & CVC Words) (60 books, 6 copies of the 10 titles)	\$465		
Foundation Decodable Reading Books (Semester 2)				
HRset2	Home Reading Book Set 1 (CVC, CCVC & CVCC Words) (28 titles)	\$250		
TUset2	Top Up Home Reading Books Set 1 (CVC, CCVC & CVCC Words) (10 titles)	\$85		
SRmulti2	Fiction Group Reading Book Set 1 (CVC, CCVC & CVCC Words) (60 books, 6 copies of the 10 titles)	\$475		
NFmulti2	Non Fiction Group Reading Books Set 2 (CVC, CCVC & CVCC Words) (60 books, 6 copies of the 10 titles)	\$485		
Year 1 Decodable Reading Books (Semester 1)				
HRset3	Home Reading Books Set 3 - Year 1 (30 titles)	\$250		
SRmulti3	Fiction Group Reading Books Set 3 - Year 1 (60 books, 6 copies of the 10 titles)	\$580		
NFmulti3	Non Fiction Group Reading Books Set 3 - Year 1 (60 books, 6 copies of the 10 titles)	\$480		
HRset1b	Home Reader Further Practice Set 1 (CVC, CCVC & CVCC focus) (20 titles)	\$119.90		
Year 1 Decodable Reading Books (Semester 2)				
HRset4	Home Reading Books Set 4 - Year 1 (29 titles)	\$260		
SRmulti4	Targeted Group Reading Books Set 4 - Year 1 (60 books, 6 copies of the 10 titles)	\$590		
NFmulti4	Non Fiction Group Reading Books Set 4 - Year 1 (60 books, 6 copies of the 10 titles)	\$490		
HRset2b	Home Reader Further Practice Set 2 (Stage 1 phonics) (20 titles)	\$119.90		
Older Students Who Still Require Decodable Reading Books				
HRset1b	Home Reader Further Practice Set 1 (CVC, CCVC & CVCC focus) (20 titles)	\$119.90		
HRset2b	Home Reader Further Practice Set 2 (Stage 1 phonics) (20 titles)	\$119.90		
HRset34b	Home Reader Further Practice Set 3 (Stage 1 & Stage 2 phonics) (20 titles)	\$119.90		
Freight charges will vary according to the weight and delivery location within Australia. To receive a freight estimate, add the programs to your cart: https://pld-literacy.org/cart/ . Within the cart, in the 'Shipping' section, add the delivery State, suburb and postcode. The shipping total will update. Orders placed before 12 PM (AWST) are dispatched the same day. A tracking number will be sent to the email registered at the time of the order. Delivery times vary between 2 and 10 business days Australia wide.			Subtotal: \$	
			Freight: \$	
			Total: \$	

Name: _____ Role: _____

Phone number: _____ Email address: _____

Name of school (or service): _____

Street address: _____

Suburb: _____ State: _____ Postcode: _____



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