

Teaching Sequence Manual

Year 1 & 2

What to teach?

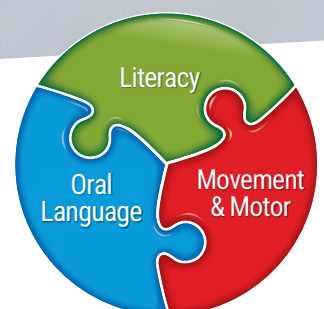
When to teach?

How to cater for the range in ability?

2025 Version



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How to Use this Manual

This manual is designed to be a companion to the [Year 1 & 2 Screening & Tracking Manual](#) and you will need both manuals to begin implementing PLD's programs.

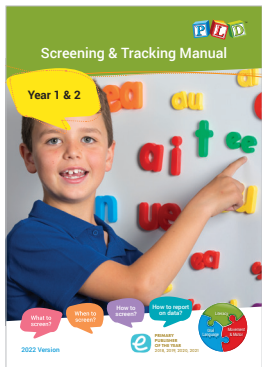
In any Year 1 or 2 classroom, there is going to be a diverse range of literacy abilities and learning needs. PLD's programs are suitable for whole-class, small group and targeted intervention settings. This manual will guide educators to deliver age-appropriate teaching sequences, although it is acknowledged that a proportion of students within any given class will fall outside of these 'norms'. For these students, modifications of the teaching sequence will be necessary.

The sequences we have included in this manual are recommendations, however teacher agency should ultimately inform termly programs. If you have students presenting with weaker literacy skills, you may need to refer to and implement the sequences from the Foundation manuals. For ease, the Foundation outlines have been included within this manual.

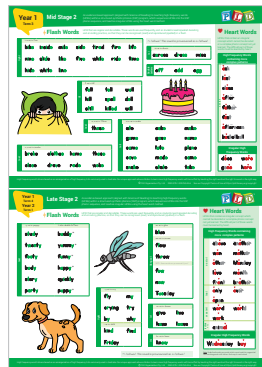
Establishing automatic and efficient skills in literacy, handwriting and oral language is a priority within Year 1 & 2. Handwriting and oral language recommendations are also outlined within this manual.

Getting Started with PLD in Year 1 & 2

Step 1: Downloads available on the PLD the website.



[Year 1 & 2 Screening & Tracking Manual](#)



[Year 1 & 2 Phonic & High Frequency Words charts](#)



[Parent Education](#)

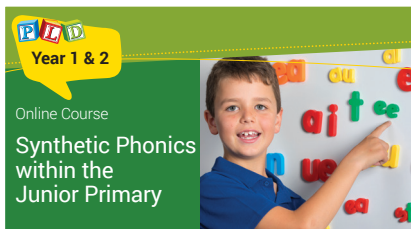


[Term 1: Teaching Tips Video](#)

Step 2: Professional Development

Complete the [Synthetic Phonics Within the Junior Primary online course](#). Alternatively, book and attend one of the PLD Literacy and Learning seminars held throughout Australia.

Option 1: Online Course



[Synthetic Phonics Within the Junior Primary](#)

Option 2: Seminar



[Implementing PLD in Year 1 & 2](#)

Option 3: Website Videos



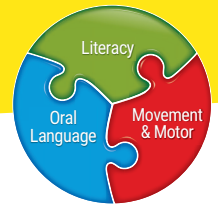
[Year 1 & 2 - Establishing a Consistent Screening and Tracking Process](#)

Step 3: Present the Relevant Spelling Placement Screen

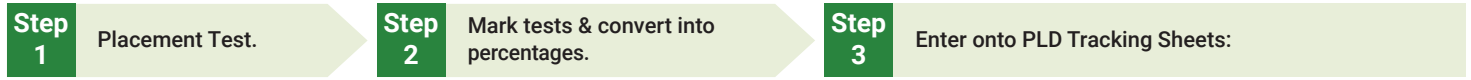
Refer to the [Year 1 & 2 Screening & Tracking Manual](#) for the Placement Tests and for detailed instructions on how to screen your students and group your class into three targeted teaching groups.



Year 1 – Establishing 3 Targeted Teaching Groups (& Phonic Based Word Lists)



Refer to the [Year 1 & 2 Screening & Tracking Manual](#) for screens and instructions on how to administer and score. A summary outline has been provided below.



Year 1 & 2 – Week 1 in Term 1 Spelling Placement Screen
(To Establish Targeted Teaching Groups for Term 1)

Word	Test Word in a Sentence	Test Results	Test Word in a Sentence
red	Get your falling out.	CCVC	The rules at school are strict.
see	She was fast as you can.	CCVC	Helping to read can make a speech sound.
tip	She bit her lip.	CCVC	Press the dustbin!
hat	Who's your favourite footballer?	CCVC	It might be a shape with three sides.
see	You get out play with me.	CCVC	Draw a line between the dots.
what	Please shut the door.	CCVC	Mum wears a skirt to work.
the	The birds had food in the sky.	CCVC	Look out the window.
that	That is my pencil.	CCVC	I have to eat for breakfast.
lock	You can lock what gate to play.	CCVC	Has there a picture of a house?
wood	When you get to school from the garden.	CCVC	Can you count the spaces?
moon	All right the moon is in the sky.	CCVC	When I am tired I yawn.
you	We had a year at school.	CCVC	The bottle has steam coming out.
top	Drop the paper with the scissors.	CCVC	The shoe helped me when the middle.
trip	We took a trip to the beach.	CCVC	He fell off his bike and hurt his leg.
word	Can you send me a letter?	CCVC	It was a sunny day at the beach.
long	There was a long day at my birthday.	CCVC	Like a snake and the pig.
day	I made a bowl from clay.	CCVC	
bring	Bring your lunch to school.	CCVC	
sport	Football is my favourite sport.	CCVC	
small	The house will appear small.	CCVC	
small	My cousin is small.	CCVC	
small	The chair fell off my table.	CCVC	
small	The dog got under the table.	CCVC	
point	Point to words in the line.	CCVC	
to	To be happy is to be full of joy.	CCVC	

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Score	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
100	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
90	90%	81%	72%	63%	54%	45%	36%	27%	18%	9%
80	80%	72%	64%	56%	48%	40%	32%	24%	16%	8%
70	70%	63%	56%	49%	42%	35%	28%	21%	14%	7%
60	60%	54%	48%	42%	36%	30%	24%	18%	12%	6%
50	50%	45%	40%	35%	30%	25%	20%	15%	10%	5%
40	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%
30	30%	27%	24%	21%	18%	15%	12%	9%	6%	3%
20	20%	18%	16%	14%	12%	10%	8%	6%	4%	2%
10	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%

Stage 1 Phonic-Based Spelling Template
Name: P-L-D-X

Stage 1, Target 1, CVC Words

dog, bus, pit

fun, mop

Score: 5/5 100%

Notes: Letter reversal, Medial vowel difficulties, Other

Stage 1, Target 2, Early Stage 1 Phonic

dish, rock, ven

sock, fed, feed, shwt

Score: 2/7 28%

Notes: Phonic concepts requiring instruction, Other

Stage 1, Target 3, CVCVC Words

CLAP, twin, bold

lift, weny

Score: 4/7 80%

Notes: Letter reversal, Medial vowel difficulties, Other

Spelling profile Week 2 Term 1

First Name	Stage 1				Stage 2	Stage 3
	Target 1	Target 2	Target 3	Target 4		
	CVC	sh, ch, th, oo, ee, ck	CCVC CCVC	ai, oi, er, ay		
Stage 1 target 2 and 3						
Max	80%	71%	60%	22%		
Matilda	100%	42%	60%	0%		
Sara	60%	42%	60%	9%	0%	
Dennis	100%	28%	60%	0%		
Rosario	100%	28%	20%	0%		
Stage 1 target 2 and 4 (concept: 2 letters 1 sound)						
Ella	80%	71%	100%	44%	0%	
Zane	60%	42%	60%	55%	25%	
Jeremy	100%	71%	60%	66%	31%	
Jono	60%	29%	80%	77%	6%	
Laney	100%	71%	80%	?	?	
Jayden	100%	57%	60%	88%	?	
Stage 1 target 4 (gap filling e.g. ai, oi, all) and Stage 2						
Maya	100%	100%	100%	77%	67%	
Tommy	100%	71%	100%	77%	63%	
Henri	100%	100%	100%	88%	44%	
Spencer	80%	100%	100%	100%	56%	
Arya	40%	71%	100%	88%	6%	

- Step 4**
- Highlight in yellow the teaching focus of the term ahead.
- Step 5**
- Cluster students in 3 targeted teaching groups.
- Step 6**
- Describe teaching focus for the term.

Request the PLD Tracking Sheets at:
<https://pld-literacy.org/plds-tracking-sheets/>

FAQ: Where Are the Word Lists Sourced From?

OPTION 1 - Prepared Lists

The Time-Savers series reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.

Structured Synthetic Phonics Time-Savers Stage 1 & 2

Stage 1

Target 1: bad, bed, us, bit, up, dog

Target 2: cash, shin, shift, such, chum, thin, then, thud

Target 3: drum, block, flap, club, snap, track, flip, flat

Target 4: paint, rain, chain, train, paid, wait, again, nail

Stage 2

number, finger, anger, clever, garden, starch, farmer, horse, forget, report

Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPs1

OPTION 2 - Create Your Own

Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).

Phonic and Sight Word Sequence Revised Edition

Stage 1 Decoding and Spelling Words

Key: high frequency words, words which include suffixes, extension words

1.2: Target 2 CVC Words with Early Stage 1 Digraphs

sh (as in hush)

fish, wish, shot, shop, finished, shun, cash, shed, rush, gash, ship, hush, sash, dish, bash, rash, dash, mash, lash, gush, shin, shut, brush, shelf, shift, *shift

ch (as in chop)

chip, such, much, chicken, lunch, chin, chum, rich, chat, chop, chug, chap, chest, *child

th (voiced as in feather)

that (v), them (v), this (v), then (v), than (v)

th (unvoiced as in thumb)

with (u), *think, *thank, moth (u), thus (u), thud (u), thin (u), thug (u), math (u), *trash (u), *thick (u)

wh (as in whip)

when, which, whip, whim, whiz, wheel, whack

Phonic & Sight Word Sequence - Code: BPSW

OPTION 3 - Integrated SSP Kits

Group 1 Target 2 & 3

List 18: shed, fish, ship, rush

Group 2 Target 2 & 4

List 24: duck, sock, pick, sick

Group 3 Stage 2 with Target 4

List 44: paint, rain, chain, train

List 36: trip, drag, plug, crash

List 50: shark, star, chart, march

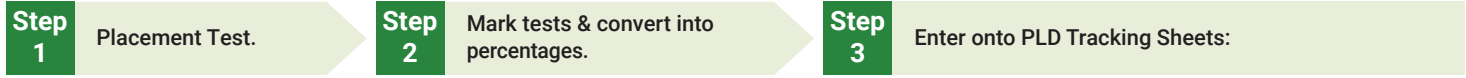
List 9: boat, road, coach, soap, float

Words containing all alphabet sounds & digraphs: she d

Words containing digraphs: d u c k

Words containing digraphs: r a i n

Refer to the [Year 1 & 2 Screening & Tracking Manual](#) for screens and instructions on how to administer and score. A summary outline has been provided below.



Year 1 & 2 – Week 1 in Term 1 Spelling Placement Screen
(No Calculators Targeted Teaching Groups for Terms 1)

Word	Test Word in a Sentence	Test Results	Test Word in a Sentence
run	Get your father to run.	100%	The water is about as warm.
see	She was not as keen to see.	100%	Reading is what you make a speech sound.
to	She hit her leg to.	100%	Press the dustbin!
head	Headbanging is a thing to do.	100%	A triangle is a shape with three sides.
yes	Yes, you can play with me.	100%	Draw a line between the dots.
what	What about the dots?	100%	Mum means a job to work.
the	The table had four white sides.	100%	Look out the window.
that	That is my pencil.	100%	I have toast for breakfast.
back	You can back what game to play.	100%	He drew a picture of a house.
would	Would you like to go to the gallery.	100%	Can you count the apples?
moon	All night the moon is in the sky.	100%	When I am tired I yawn.
book	He had a book at school.	100%	The kettle has steam coming out.
step	Step the space with the scissors.	100%	The car behind me is in the middle.
trip	We took a trip to the beach.	100%	He fell off his bike and hurt his leg.
can	Can you send me a letter?	100%	It was a sunny day at the beach.
hand	There was a stamp of an ant on my hand.	100%	Use a pencil to dot the page.
gold	The chain was made from gold.	100%	
city	I made a boat from clay.	100%	
bring	Bring your lunch to school.	100%	
great	Football is my favourite sport.	100%	
small	The house will seem small.	100%	
small	My sister is small.	100%	
chain	The chain fell off my bike.	100%	
under	The dog hid under the table.	100%	
point	Point to words in the line.	100%	
to	I hope to be to be full of you.	100%	

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Target 1	Target 2	Target 3	Target 4	Stage 2	Stage 3
100%	100%	100%	100%	100%	100%
90%	80%	70%	60%	50%	40%
80%	70%	60%	50%	40%	30%
70%	60%	50%	40%	30%	20%
60%	50%	40%	30%	20%	10%
50%	40%	30%	20%	10%	0%
40%	30%	20%	10%	0%	0%
30%	20%	10%	0%	0%	0%
20%	10%	0%	0%	0%	0%
10%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%

	Stage 1 Words	Stage 2 Words
Target 1	rod, lump, splash, wind, shrink, had, sold, press, shut, glue, shape, chin, chane, smote	
Target 2	thin, spin, window, moon, start, foot, feet, smale, slow, weed, joy, cart, pink, pool, yarn, soap, under, skirt, drum, clam, half, windy	
Target 3		9/16 = 56%

	TERM 4					
	Term 4 Focus: Testing & data entry within week 10, Term 3 Page 12 in the Year 1&2 Screening & Tracking Manual					
	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CVCVC	Target 4 ar, or, er, ay, all, oi	Stage 2	Stage 3
Uses the Tracking Sheets in Year 1 & 2						
Background, Diagnoses, Difficulties etc	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %
Attendance, Beh	100	57	40	33	6	0
ADHD	80	42	60	44	0	0
ASD	100	57	100	66	6	0
Term Plan: Target 2 common errors, then Target 4 common errors						
	100	100	100	77	31	0
	100	85	80	66	67	0
	100	100	100	77	19	0
	100	100	100	88	25	6
	100	100	100	88	31	0
	100	100	100	99	19	0
	100	100	100	96	31	0
	100	100	100	66	31	0
	100	85	100	55	44	6
	100	71	100	77	44	0
	80	100	100	77	75	19
	100	100	100	66	50	6
	100	100	100	77	44	25
	100	100	100	88	31	19
	100	100	100	88	67	12
	100	100	100	88	100	63
	100	100	100	100	81	67
	100	100	100	100	94	67
Term Plan: Stage 3, following the Teaching Sequence Manual, slow and steady						

- Step 4** Highlight in yellow the teaching focus of the term ahead.
- Step 5** Cluster students in 3 targeted teaching groups.
- Step 6** Describe teaching focus for the term.

FAQ: Where Are the Word Lists Sourced From?

OPTION 1 - Prepared Lists

The Time-Savers series dramatically reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.

Structured Synthetic Phonics Time-Savers

Stage 1 & Stage 2

Ready to use resources for teaching phonic concepts, spelling and reading.

Target 1	Target 2	Target 3	Target 4
bad, bed, us, bit, up, dog	cash, shin, shift, such, chum, thin, then, thud	drum, block, flap, club, snap, track, flip, flat	paint, rain, chain, train, paid, wait, again, nail

Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPTs1

OPTION 2 - Create Your Own

Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).

Phonic and Sight Word Sequence

Revised Edition

Outlining the relationship between letters and sounds.

Stage 1 Decoding and Spelling Words

Key: ● high frequency words ● words which include suffixes * extension words

1.2. Target 2 CVC Words with Early Stage 1 Digraphs

sh (as in hush)
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. sh-sp
● fish ● wish ● shot ● shop ● *finished shun cash shed
rush gash ship hush sash dish bash rash dash
mash lash gush shin shut *brush *shelf *self *shift

ch (as in chop)
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. ch-a-t
● rich ● such ● much ● *chicken ● *lunch chin chum
chip chat chop chug chap *chest *child

th (v) = voiced as in feather
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. th-a-t
● that (v) ● them (v) ● this (v) ● then (v) ● than (v)

th (u) = unvoiced as in thumb
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. th-u-s
● with (u) ● *think ● *thank moth (u) then (u) thud (u)
thin (u) thug (u) math (u) *thrash (u) *thus (u)

wh (as in whip)
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. wh-e-n
● when ● which whip whim whiz wheel whack

OPTION 3 - Integrated SSP Kits

Group 1 Target 2 & 4	Group 2 Target 4 & Stage 2	Group 3 Stage 3
<p>List 32 Decoding (Reading) & Encoding (Spelling) List with qu as in quick</p> <p>quick quiz quit quits sport form for horse</p> <p>Before allocating the list sound-out and decode (read) each word. Finish the week with an extension page (16 in kit).</p> <p>Phonic Concept: qu</p>	<p>List 44 Decoding (Reading) & Encoding (Spelling) List with ai as in rain</p> <p>paint rain chain train yawn crawl law paw fawn</p> <p>Before allocating the list sound-out and decode (read) each word. Finish the week with an extension page (16 in kit).</p> <p>Phonic Concept: ai</p>	<p>List 22 Decoding (Reading) & Encoding (Spelling) List with e as in edge</p> <p>bridge edge pledge hedge wedge judge trudge dodge lodge nudge ledge porridge</p> <p>Before allocating the list sound-out and decode (read) each word. Finish the week with an extension page (16 in kit).</p> <p>Phonic Concept: ege</p>
<p>qu i ck</p> <p>Words containing digraphs.</p>	<p>ch ai n</p> <p>Words containing digraphs.</p>	<p>h e dge</p> <p>Words containing digraphs.</p>

Teacher-Directed Group Tasks: (15 minutes) The same task is to be presented to each group, but the phonic concepts, word lists and phonic passages will differ.

	Speech to Print Task	Repeated Reading & Transference to Writing Task
Teacher Directed Tasks (Monday & Tuesday)		
Student Independent Tasks (Wednesday & Thursday)	<p>Reading & Spelling Task (15 minutes each day)</p> <ul style="list-style-type: none"> Monday and Tuesday teacher lead tasks. Wednesday and Thursday, students will need to complete independently, so that the teacher can direct his/her attention to the phonic dictation task. <p><i>Note: Tier 3 students will likely require direct adult support daily:</i></p> <ol style="list-style-type: none"> “Let’s read the first word.” (i.e. with sounding) “Sound out the word with your fingers.” (i.e. one finger for each sound) Speech to print: “Now let’s say the first sound and write it in the first box, say the second sound and write it in the second box and continue recording each sound in the boxes.” 	Teacher Directed Tasks (Wednesday, Thursday & Friday)
		<p>Phonic Dictation Passage for Repeated Reading (3 minutes daily)</p> <ul style="list-style-type: none"> Repeated reading of short passages has been shown to improve rates of reading accuracy and fluency. <p>Phonic Dictation Passage for Dictation (10 minutes from Wednesday to Friday)</p> <ul style="list-style-type: none"> 10 minutes of passage re-writing is scheduled. The teacher should aim to be calling out 3-4 words at a time while the students listen with their <u>pencils down</u>. The teacher repeats these words 3-4 times. The teacher asks: ‘What are you going to write?’ ensuring <u>students speak the words before they write</u> them. Ideally, students write the words independently. <p><i>Note: Reluctant writers may rely on the teacher to model the sentence/s first. Teachers are encouraged to resist the temptation to write first, allowing students to copy write their dictation. Instead, teachers can write ‘with’ the students, provided the students are having-a-go.</i></p>

In classes with only 1 adult, the teacher (with practice) should be able to facilitate three levels of phonic word lists efficiently to the whole class. Presenting 3 levels of dictation however presents more challenges. Suggestions are outlined below:

- Option 1: Three day rotations**
 - Rotate the two experiences of phonic dictation over the three days. E.g. Group 1 Wednesday and Friday, Group 2 Thursday and Friday and Group 3 Wednesday and Thursday.
- Option 2: Merge 2 groups together**
 - Present three levels of phonic lists to the class, but only present 2 levels of phonic dictation. Typically, the low group will have their phonic dictation matching their weekly phonic lists, but the middle and high groups are merged for dictation.
- Option 3: Use technology**
 - Record the delivery of phonic dictation on an iPad for the higher ability group. Make sure the recording follows the recommended presentation process outlined in the table above.


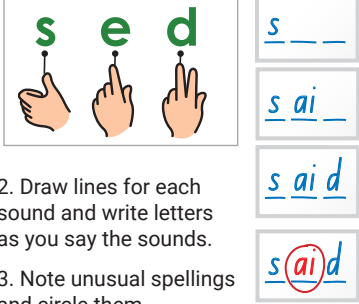
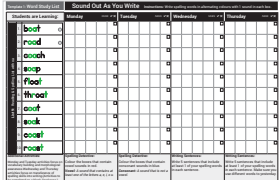
Additional Tasks for Tier 2 & 3 students who require extra teaching (i.e. frequency) delivered in a smaller group (i.e. intensity).

In classes with an extra adult, catering for the range in ability is made much easier. These Education or Teacher Assistants will be required to adopt a teaching role, in order to facilitate the needs of these specific groups.

Structuring Synthetic Phonics Within Literacy Blocks

Research suggests that SSP instruction should be daily and that teachers should allocate a minimum of 30 minutes per day (Monday to Friday) to the explicit teaching of phonics. In order to achieve this, PLD recommends that teachers establish a weekly process in which three differentiated ability groups can be efficiently facilitated. PLD suggests a four part format: organisation, revision, explicit instruction and an independent task. The tasks selected should have a speech-to-print focus, as well as a task to facilitate the transfer of spelling words into written work.

Recommended Whole Class SSP Lesson Format

Organisation	Daily Review Components			Apply (You Do)
	Review	Teach	Practise (I Do, We Do)	
	5 minutes	5 minutes	3-5 minutes	15-20 minutes
<p>Establish a routine in which students get organised from the outset by efficiently placing the items they require on their work station:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling books or templates <input type="checkbox"/> Two coloured pencils (e.g. a lead pencil and a red pencil) <p>Return to the mat for whole class instruction of the three phonic lists.</p>	<p>Phonic Concepts Revise concepts already covered through use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLD flipbooks or phonic flash cards <input type="checkbox"/> A teacher created PowerPoint <input type="checkbox"/> The PLD Daily Review (templates are coming 2024) <p>Regular revision and consolidation is essential for students operating with PLD's Stages 1 and 2. A commitment to revision and consolidation will transfer concepts into the long term memory.</p> <p>Irregular HFWs This time can also be allocated to the explicit instruction of irregular high-frequency words, as outlined in the manual. For example, to teach 'said':</p> <ol style="list-style-type: none"> Say the word, use it in a sentence, then count the sounds.   <ol style="list-style-type: none"> Draw lines for each sound and write letters as you say the sounds. Note unusual spellings and circle them. 	<p>During this explicit instruction, <u>teacher presents differentiated word lists to the whole-class</u>. Teacher progresses through the following steps for each list:</p> <p>Step 1: Explain the grapheme, digraph or trigraph common to each list.</p> <p>Step 2: Read, sound-out and discuss three of the phonic-based word lists to the whole class (for the majority of words, this will be according to phonemes).</p> <p>Step 3: Define and discuss tricky words or new vocabulary.</p> <p>Repeat this process for the other 2 groups.</p> <p>For Example: "Today the phonic focus for the Koala group is the long o sound /oa/ as in goat. This long o sound is usually used in the middle of words. Let's have a look at your list words." "Let's read the first word." Sound out the word with your fingers (i.e. one finger for each sound):</p> <ul style="list-style-type: none"> b-oa-t = boat r-oa-d = road c-oa-ch = coach <p>Continue until all list words have been read. "Let's talk about the word 'coast'. Sarah, what does coast mean? This word actually has another meaning. Abdul, can you explain this?"</p> <p>Repeat this process for each group.</p> <p>This daily practise reinforces the relationship between sounds and letters, which is essential for retention and consolidation of phonic concepts.</p> <p>For students with low literacy skills this will provide exposure to future concepts. For age-appropriate and advanced students, this will provide ongoing revision as many students may still make low-level errors.</p>	<p>Present a template contained within Time-Savers or a self created template.</p> <p>The teacher explicitly demonstrates how to complete the speech-to-print task for the day. Select a word or two from each of the different word lists.</p>  <p>You may like to set a WALT ("We Are Learning To... sound out as we spell and write"),</p> <p>WILF ("What I am Looking For... your mouth to be moving as you write each sound."), and</p> <p>TIB ("This is Because... good spellers map letters into sounds").</p> <p>Send students back to their work stations.</p> <p>All students will complete the <u>same task using their own word list</u> (according to the group you have placed them in).</p>	<p>Set a timer for task completion.</p> <p>Students use their own word list to complete the daily task independently.</p> <p>During this time, it is recommended that teachers work with lowest group of students on the assigned task as these students will benefit from teacher direction and support.</p> <p>If there are any outlier groups then these word lists will be explicitly taught to those particular students during the 'Apply' task time when the rest of the class is completing their task.</p>

Drawing from the termly placement tests, teachers will identify three levels of instruction.

Common Scenario 1 (for schools implementing PLD for the first time or who have low ICSEA scores).

- one group of students are likely to be on par with the outline in the Teaching Sequence (i.e. Tier 1 students).
- one group of students are likely to be marginally behind (i.e. one or two terms behind) the outline in the Teaching Sequence (i.e. Tier 2 students).
- one group of students are likely to be significantly behind the outline in the Teaching Sequence (i.e. Tier 3 students).

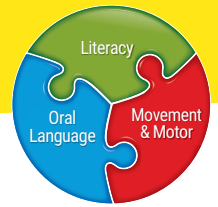
Common Scenario 2 (for schools with high ICSEA scores and/or schools who have been using PLD for longer).

- one group of students are likely to be above the outline in the Teaching Sequence (i.e. Tier 1 students).
- one group of students are likely to be on par with the outline in the Teaching Sequence (i.e. Tier 1 students).
- one group of students are likely to be one or two terms behind the outline in the Teaching Sequence (i.e. Tier 2 students).

It is common for classrooms to have 'outliers' which will not fit into your three targeted teaching groups. This very small group of students will need their own list and will need to be explicitly taught once the other students are doing their independent activity ('apply' lesson component).



Students Entering Year 1 & 2 Scoring 0% to 40% on the Stage 1 Target 1 (CVC) Screens



Supporting these Pre-CVC Students Requires Two Key Steps:

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

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

Phonemic awareness

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

Alphabet sounds

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

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

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

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

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

Prerequisite Skill 3: Alphabetic Sound Recall (Refer to the following Stimulus Sheet)
 Instructions: "What are these sounds. Say them as quickly as you can."
 s d g j
 p c b q
 a h o z
 i e f w
 t n u x
 n l v
 y
 k
Group 1 Score _____ /6 **Group 2 Score** _____ /6 **Group 3 Score** _____ /6 **Group 4 Score** _____ /8
Overall Score _____ /26

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

Plot the results of the assessments in the tracking sheet.

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

PRE-LITERACY PROGRAMS

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

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

Stage 1 Synthetic Phonics Flipbook - Code: SP1

Learning to Blend Three Phonemes - Code: L2B2

PLD PHONIC APPS

Reading Race 1a

Spell Star 1a

Two Player 1a

CVC LITERACY PROGRAMS

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

Stage 1 Decoding and Spelling Games - Code: Bsw1

Alphabet Letter Sounds - Code: Bal

Background, Diagnoses, Difficulties etc	Term 2							
	Difficulty Aquiring Stage 1, Target 1			Term 2 Focus: Testing & data entry within week 10, Term 1				
	Pre-Requisite Skill 3 Alphabet	Pre-Requisite Skill 1 Blending 3	Pre-Requisite Skill 2 Segmentation	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi	Stage 2
	Raw Score	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %
	15	80	20	0	0	0	0	0
ASD	12	0	0	0	0	0	0	0
Attendance	4	0	0	0	0	0	0	0
Indis	24	0	0	0	0	0	0	0
EADL	23	40	0	0	0	0	0	0
Attention	test	Test	Test	20				
Artic	14	60	40	20				
Beh				60				
				Term 2 Plan: Follow the Catch-Up outline in the Teaching Sequence				
				Term 2 Plan: Stage 1 Target 2 (7 wks) & Target 3 (4 weeks)				
Artic				60	28	60		
Attendance				80	28	80		
				100	28	40		
				80	0	60		
				100	42	80		
				100	0	80		
				100	57	60		

Professional Learning to Support Students with Low Literacy Skills

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

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

PLD's Structured Synthetic Phonics program is an evidence-based, comprehensive curriculum in Australia, closely aligned with the Science of Reading. The teaching sequence starts with the basics of the initial (simple) code and then progresses to the extended code.

Term 1													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	First Reading Words			
s	a	t	m	r	h	f	l	g	w	j	v	k	
p	i	n	e	d	c	o	u	b	z	y	q	x	
⚡ HFW Words and CVC single words			⚡ HFW Words and CVC single words			⚡ HFW Words and CVC single words			⚡ HFW Words and CVC single words				

Term 2													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books			
s	a	t	m	r	h	f	l	g	w	j	v	k	
p	i	n	e	d	c	o	u	b	z	y	q	x	
❤ Words: a, l Multiple Sentences			❤ Words: the, is Multiple Sentences			❤ Words: as, has, his, of Multiple Sentences			❤ Words: was, for Multiple Sentences				

Term 3														
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books				
sh	ch	th	sh ch	oo	ee	ck	oo, oo	ee	ck	qu	wh	x	qu	
th	th	th, th	oo	oo			ck							
❤ Words: me, we, be, she, he			❤ Words: to, do, who, into			❤ Words: are, you								

Term 4												
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books		
sh	oo, oo	qu	CCVC	CCVC	CCVC	CVCC	CVCC	CCVC	CVCC	CCVC	CVCC	
ch	ee	x	a	i	b	a	i			CVCC		
th, th	ck	wh	u	e	d	u	e	a, e, i, o, u				
❤ Words: me, we, be, she, he			❤ Words: to, do, who, into			❤ Words: are, you						

Typically, the concepts outlined on this page are covered in Foundation Semester 1. However, in many Year 1 classes there will be a group of students who require further CVC reading, spelling and writing skill development.

Note this is a general overview for the Tier 3 students who are slow to acquire CVC skills. It is recommended that further adaptation of this sequence will be required.

Week	Phonological Awareness	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks			Letter Formation	HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation (Option 1)	Repeated Reading & Phonic Dictation (Option 2)			
1	Daily teaching of blending three phonemes & segmenting of CVC words, throughout the term. L2B2 & L2S	Group 1 alphabet sounds 	Phonic Decoding & Encoding Tasks Code: SSPs1 	Repeated Reading & Phonic Dictation (Option 1) Code: Md1 	Repeated Reading & Phonic Dictation (Option 2) Code: Mfwa 	Letter Formation Code: Mlff3 	HFWs
2		Group 1 alphabet sounds 	List 1 page 11 	page 11 Ram and the Pup Ram got a pup. The pup dug in the mud. The pup hid in the log. The pup began to beg and yap. Pam and the pup had fun. The Man Tom Tom was in bed. Tom had a nap. Tom got up. Tom went for a run. Tom was hot and red. The Dog The dog began to beg. I fed the dog. I fed the dog ham. I fed the dog lots. He had lots and lots of hot ham. The dog is a big fat dog.			a i
3		Group 1 alphabet sounds 	List 2 page 11 	page 14 The Man Tom Tom was in bed. Tom had a nap. Tom got up. Tom went for a run. Tom was hot and red. The Dog The dog began to beg. I fed the dog. I fed the dog ham. I fed the dog lots. He had lots and lots of hot ham. The dog is a big fat dog.			a i
4		Group 1 and Group 2 alphabet sounds 	List 3 page 12 	page 17 The Dog The dog began to beg. I fed the dog. I fed the dog ham. I fed the dog lots. He had lots and lots of hot ham. The dog is a big fat dog.			a i
5		Group 1 and Group 2 alphabet sounds 	List 4 page 12 	page 20 Dads Bag Dad had a bag. The bag was big. In the bag Dad had a net, a pot, a pan and a mug. Dad had lots in his bag. Ben and His Hat Ben had a pet dog and a pet pig. Ben had a pet rat and a pet ham. But Ben did not have a pet hen. Ben was sad.			is the
6		Group 1 and Group 2 alphabet sounds 	List 5 page 13 	page 23 Ben and His Hat Ben had a pet dog and a pet pig. Ben had a pet rat and a pet ham. But Ben did not have a pet hen. Ben was sad.			is the
7		Group 1, Group 2 and Group 3 alphabet sounds 	List 6 page 13 	page 29 Ben and His Hat Ben had a pet dog and a pet pig. Ben had a pet rat and a pet ham. But Ben did not have a pet hen. Ben was sad.			is the
8		Group 1, Group 2 and Group 3 alphabet sounds 	List 9 page 15 	page 38 The Cut Leg A dog bit a rat. It cut the rat's leg. The rat's leg got red. The dog sat and got sad. So the dog and the rat went to a vet. My Bad Pet My pet dog bit my leg. My pet dog is bad. But my dog likes to wag and wag. I am not mad, as my dog likes to wag at me.			his as has of
9		Group 1, Group 2 and Group 3 alphabet sounds 	List 10 page 15 	page 47 My Bad Pet My pet dog bit my leg. My pet dog is bad. But my dog likes to wag and wag. I am not mad, as my dog likes to wag at me.			his as has of
10		Group 1, Group 2, Group 3 and Group 4 alphabet sounds 	List 11 page 16 	page 40 I Am A...? I can run. I can sit. I can nap. I can dig. I can lap. I like cats. I am a cat.			his as has of
10	Group 1, Group 2, Group 3 and Group 4 alphabet sounds 	List 17 page 19 	page 41 Yum, Yum, Yum! Tom had lots to eat. Tom had a jam bun. Tom had hot ham. Tom had a hot dog. Tom had a bag of nuts. Yum, yum, yum!			was for	

• Refer to page 26 for the Oral Language Full Year Plan.

Typically, the concepts outlined on this page are presented in Foundation Term 3. However, in many Year 1 classes there will be a group of students who present with very low accuracy in Stage 1 Target 2 (i.e. 0-28%) and require intensive early digraph reading, spelling and writing skill instruction.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks			Letter Formation	HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation (Option 1)	Repeated Reading & Phonic Dictation (Option 2)		
	Code: SP1	Code: SSPTs1	Code: MD1	Code: Mfwa	Code: Mlff3	
1	sh	List 18 page 19	page 57 Trash and Her Fish Trash had a fish tank. Trash had ten big fish in the tank. But Trash began to wish for a real fish. Trash had ten fish but no real fish. Trash had lots of fish. But Trash had no real fish.	page 38 Shep went to the shop to get fish. Shep had to dash and rush. Shep had his cash for the shops.	sh - Single word writing • page 110 sh - Sentence writing • page 139	me
2	ch	List 19 page 20	page 69 Cash in a Chest Chad needs cash for his chest. But Chad is not rich. So Chad cuts and cuts a big tree. Chip, chip, chop, chop. Chad chops the tree. He sells the wood. Chad gets cash for his chest.	page 39 Chad had chips in his lunch box. Chad had his lunch on a bench. On the bench, Chad had a chat with his chum.	ch-Single word writing • page 111 ch-Sentence writing • page 141	we
3	th	List 21 page 21	page 78 My Pet Moths I have a green moth as a pet. I have a red moth as a pet. The red moth is thin. The green moth is thin. So the moths had lots of bugs. Then the moths got fat.	page 40 Seth is in the shed. Seth has a lot of moths. Seth has a red moth, a pink moth and a moth with dots. Seth has lots of moths.	th-Single word writing • page 112 th-Sentence writing • page 143	he
4	Revise sh ch th	List 22 page 21	page 60, 72 or 81 Going Fishing A man was in a rush. He got on a ship. He went to get fish. But the ship had a crash. The ship did not go. The man did not fish.	page 41 Beth had to get a big hot lunch. She did wish for fish and chips. Beth had cash for a hot fish and chips lunch. Yum!	Select from pages 110-112 & 138-143.	to
5	oo	List 28 & 30 page 24 & 25	page 99 Moak's Book Moak the cook was looking in his book. Then a hook got in his foot. Moak the cook shook and shook his foot. The hook landed on the cookbook. 'Look at the hook,' said Moak. 'The hook was in my foot.'	page 42 Dad's mood is sad and his foot is bad. Dad shook his foot in a cool pool. He took off his boot to look at his crook foot.	oo-Single word writing • page 113 oo-Sentence writing • page 145	do
6	ee	List 26 page 23	page 111 Leach and Eat Leach met Eat. 'Have you been to the reef, Eat? Have you been to the deep reef that has needs. Eat?' 'No, Leach. I have not been to the deep reef with lots of needs. 'Come with me this week, Eat. Come and see the deep reef.'	page 43 I can see that I need to get a good sleep. It has been a long week. If I get a deep sleep I will get up feeling good.	ee-Single word writing • page 114 ee-Sentence writing • page 147	into
7	ck	List 24 page 22	page 93 Bad Luck Rick had five and lots of bad luck. Rick had to go from his shack. So Rick packed up his things in a sack. Rick put the sack on his back. Rick went on a long track. Such bad luck, Rick!	page 44 A black duck has three chicks. The duck and the three chicks sat on a rock. Next, the duck took the chicks for a swim in the pond.	ck-Single word writing • page 115 ck-Sentence writing • page 148	
8	Revise oo ee ck	List 24, 26 & 29 page 23 & 25	page 102, 114 or 96 The Good Cook A good cook was cooking. He was cooking a bun. The cook was good at cooking buns. The cook looked in his cookbook. Soon the cook shook and shook. That bun was hot. The good cook shook his red hand.	page 45 At noon Jack and I met at the zoo. Jack is keen to see cats with big teeth. We look in the zoo and at three o'clock we see them!	Select from pages 113-115 & 145-148.	
9	qu	List 32 page 26	page 87 The Queen and the Quilt The queen wanted a quilt. She wanted it quick. 'You have a week,' she quipped. 'Can you make a quilt quick?' The queen got her quilt. The queen was thrilled with her quilt.	page 46 The queen held a quick quiz. The queen quit the quiz. The queen did not win the quiz and the quilt.	Focus on letters being reversed • pages 18-69	are
10 Screen	wh Xx	List 23 & 31 page 22 & 26	page 84 or 90 Kim's Whip Kim wished for a whip. When he got his wish he was glad. The whip did whiz. But then it whacked his shin. His shin was red which made Kim sad. Fox and His Box The fox had a big box. The fox had six ducks. The ducks put wax on the box. The ducks went on top of the box. The box went crash. 'Can you fix my box?' said the fox.	page 47 Whack! A wheel from the truck hit a rock. The wheel went flat. When will we pump up the wheel? Whack! A wheel from the truck went flat when it hit a big rock. The back wheel went flat quick. The back wheel needs to get to a pump.	Focus on letters being reversed • pages 18-69	you

• Refer to page 26 for the Oral Language Full Year Plan.



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Typically, the concepts outlined on this page are presented in Foundation Term 4. However, in many Year 1 classes there will be a group of students who present with reduced accuracy in Stage 1 Target 2 and 3 (i.e. 40-60%) and require further reading, spelling and writing skill development.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation (Option 1)		
	 Code: SP1	 Code: SSPs1	 Code: Md1	 Code: Mlff3	
1	sh ch	List 20 page 21	page 75 Rich Chad Chad has such a lot of cash. Chad has a ship. Chad has a shed and Chad has a big shop. Chad gets such a lot of cash from his shop. Chad is rich but Chad is a good chap.	sh & ch-Single word writing • page 110 & 111 sh & ch -Sentence writing • page 138 & 140	me we
2	th	List 21 page 21	page 81 Beth's Maths Beth had a big maths sum to do. The maths made Beth think and think. Then Beth did the sum. Beth got to add up the maths sum. Beth is good at maths.	th-Single word writing • page 112 th-Sentence writing • page 142	he
3	oo	List 28 & 30 page 24 25	page 102 or 108 The Good Cook A good cook was cooking. He was cooking a bun. The cook was good at cooking buns. The cook looked in his cookbook. Soon the cook shook and shook. That bun was hot. The good cook shook his red hand.	oo-Single word writing • page 113 oo-Sentence writing • page 144	she be
4	ee	List 26 page 23	page 114 The Deep Reef This week, the leech and the eel are to meet. The leech and the eel are keen to go. The leech and the eel are keen to swim to the reef. They will swim to the deep reef with the reeds. The leech and the eel will have fun.	ee-Single word writing • page 114 ee-Sentence writing (p.146)	to
5	ck	List 24 page 22	page 96 A Stack of Food At the back of the shack the duck had lots of food. The food was on a rack and in a big sack. The duck put the food in a stack. Then munch, crunch, suck and lick. The duck ate the big stack of food.	ck-Single word writing • page 115 ck-Sentence writing • page 148	do who
6	wh Xx qu	List 23 page 22 List 32 page 26	page 90 Fox and His Box The fox had a big box. The fox had six ducks. The ducks put wax on the box. The ducks went on top of the box. The box went crash. "Can you fix my box?" said the fox.	Single letter x • page 68 or 69	into
7	Teach CCVC 	List 33 page 27	page 124 Fred's Prank Fred did a prank. He had a gift. The gift was in a spotted box. It was a gift for Brad. But when Brad opened the gift, it had nothing in it. Don't be cross Brad. It was just a prank.	CVCC single word writing • page 116 CVCC sentence writing • page 150	
8	& review vowels & letter reversals	List 34 page 27	page 133 A Fresh Plum Plum A plump plum was on a tree. The plump plum dropped from the tree. The plump plum slid until it crashed. The plump plum slammed into a truck. So, the plump plum is fresh no more.	CVCC single word writing • page 117 CVCC sentence writing • page 151	are
9	Teach CVCC 	List 37 page 29	page 151 Think Pink Milk can be pink. Pigs can be pink. A lamp can be pink and a vest can be pink. But frogs and plums cannot be pink. Think of what can be pink.	CVCC single word writing • page 118 CVCC sentence writing • page 153	you
10 Screen	& review vowels & letter reversals	List 38 page 29	page 157 Junk at a Dump At the dump I can see lots of junk. I can see a lamp, a tent, a pump and a sink. I can see an old band set, a bunk with lots of rust and a gold stand. I can see lots and lots of junk and it stinks!	CVCC single word writing • page 119 CVCC sentence writing • page 154	

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Year 1 Teaching Sequence



PLD's Structured Synthetic Phonics program is an evidence-based, comprehensive curriculum in Australia, closely aligned with the Science of Reading. The teaching sequence starts with the basics of the initial (simple) code and then progresses to the extended code.

Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CCVC	ay tray	ai rain	or horse	ar star	all ball	er/er her finger	ng king	oy, oi	revision
CVCC									
♥ Words: so, no, go, put, pull			♥ what, said, more, have			♥ they, one, two			

Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ir bird	ur church	revise er, ir, ur	ee bee	ea leaf	aw straw	oa goat	ow bow	ou cloud	ow owl
♥ Words: there, their, where, even		♥ come, some, something, someone, sometimes			♥ want, watch, water, people				

Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
revise ou, ow	a-e, e-e, i-e, o-e, u-e	a-e snake	i-e five	e-e Steve	o-e smoke	u-e cube	ll, ss, ff, zz	triple consonant blends	revision
♥ Words: after, ask fast, last			♥ father, class, afternoon, basketball			♥ does, gone, here, were			

Term 4									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
revise a-e, e-e, i-e, o-e, u-e	ew screw	ue glue	y puppy	revise ee, ea	multi- syllabic	y cry	HFW ♥ words	HFW ♥ words	revision
♥ Words: won, above, other			♥ front, love, another			♥ month, brother, mother			

Flash Words

HFW that are regular and decodable. These words are used frequently, and so students need repeated decoding and encoding practice, so that they can be recognised (read) and reproduced (spelled) in a flash.

Heart Words

HFWs that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

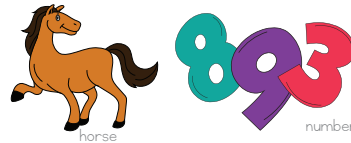
ng
ãlong sing
bring song
king thing
long

er
evẽr rivẽr
her sister
nevẽr undẽr
number

ay
ãway
day
may
play
say
stay
way
today
holiday
Sunday

ar
car
card
dark
far
farm
garden
hard
park
part
star
start
shark

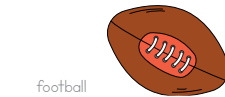
or
form morning
horse for
or



oy
boy toy

oi
oil point

a(i)
all small
ball football
call



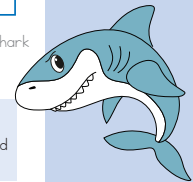
ai
ãgain
rain

Multisyllable
dragõn seven o'clock
forest finished until
secõnd chickẽn upon

CCVCC
drink
plant
slept



~ /schwa/:
this sound is pronounced
as a /schwa/



Download the [High Frequency Words charts](#)

Flash Words

HFW that are regular and decodable. These words are used frequently, and so students need repeated decoding and encoding practice, so that they can be recognised (read) and reproduced (spelled) in a flash.

Heart Words

HFWs that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

~ /schwa/: this sound is pronounced as a /schwa/

/oʊ/
ow as in straw
saw draw

/oa/
oa as in goat
boat road

/ow/
ow as in bow
follow grow
window snow
yellow own
below show

/ou/
ou as in cloud
ãbout mouse round ãround our
found shouted sound house out
ground outside without playground

/ow/
ow as in owl
brown down flower how now town

/ee/
ee as in bee
ãsleep between weekend

/ea/
ea as in leaf
beach season tea sea real
each really eat team
teacher ice-cream mean read

/er/
er as in her or er (schwa) as in finger
monstẽr yestẽrday versũs person better* dinner*
different sleepovẽr papẽr together letter*
ur as in church
Thursday hurt turn church first birthday
Saturday bird girl

* also double letters
ir as in bird

High Frequency Words containing more complex patterns
/ee/ even
a as /a/ want watch
a as /oʊ/ water

Irregular High Frequency Words
people
their there
where
come something
some sometimes
someone

Note: Underlined words are words which cannot easily be segmented into sound segments with letters that map to each sound.

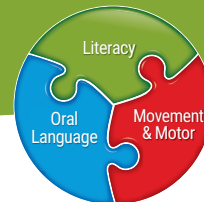
The Term 1 teaching sequence has been designed for students in Year 1 who have received the PLD program in the Foundation school year and are entering the Year 1 with decoding and encoding skills at a mid-Stage 1 level. It is important to note that these students should have accurate and efficient skills with CCVC and CVCC words, although they may still make some minor errors with the Target 2 digraphs (e.g. qu, wh & ck).

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation		
	Code: SP1	Code: SSPTs1	Code: Md1 Code: Md2	Code: Miff3	
1 Screen	Teach CCVC & CVCC Revise all alphabet sounds and the Stage 1 Target 2 digraphs	List 41 page 31	Md1 page 148 	CCVC-Single word writing • page 116 CVCC-Sentence writing • page 153	
2		List 43 page 32	Md1 page 188	ay-Single word writing • page 120 ay-Sentence writing • page 155	
3		List 44 page 32	Md1 page 191	ai-Single word writing • page 121 ai-Sentence writing • page 157	
4		List 48 page 34	Md1 page 176	or & ar-Single word writing • page 124 or-Sentence writing • page 163	
5		List 49 page 35	Md1 page 167 or 170	ar-Single word writing • page 125 ar-Sentence writing • page 165	
6		List 46 page 33	Md1 page 200	al-Single word writing • page 122 al-Sentence writing • page 160	
7		List 51 page 36	Md1 page 221	er-Single word writing • page 128 er-Sentence writing • page 171	
8		List 47 page 34	Md1 page 203	ng-Single word writing • page 123 ng-Sentence writing • page 162	
9		List 54 page 37	Md1 page 218 or 209	oi-Single word writing • page 127 oi-Sentence writing • page 168	
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.			oy-Single word writing • page 126 oy-Sentence writing • page 169	

• Refer to page 26 for the Oral Language Full Year Plan.



For an overall Year 1 PLD Implementation visit: <https://pld-literacy.org/year-1-and-2/>
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Term 2 presents Stage 2 concepts, primarily consisting of single syllable words. All words at this level are to be decoded and encoded by mapping the phonemes (or individual sounds) to the phonic concepts. The integration of repeated reading of decodable phonic passages is highly beneficial as it facilitates improved fluency and supports long-term retention of phonic learning. Additionally, the presentation of phonic dictation should occur at least twice a week, when integrated into the weekly routine. This ensures that students develop the skills to transfer phonic-based spelling words into their extended writing.

w e e k	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation		
	Code: SP2	Code: SSPs1	Code: Md2	Code: Miff3	
1		List 20 page 125	page 128 or 131 	Single word writing • page Sentence writing • page	there
2		List 21 page 126	page 134 	Single word writing • page Sentence writing • page	their
3	Revise 	List 22 page 126	page 137 	Single word writing • page Sentence writing • page	where
4		List 11 page 121	page 152 or 155 	Single word writing • page Sentence writing • page	come
5	Revise 	List 12 page 121	page 158 	Single word writing • page Sentence writing • page	some
6		List 23 page 127	page 146 or 149 	Single word writing • page Sentence writing • page	something
7		List 9 page 120	page 113 or 116 	Single word writing • page Sentence writing • page	someone
8		List 10 page 120	page 122 	Single word writing • page Sentence writing • page	sometimes
9		List 17 page 124	page 161 	Single word writing • page Sentence writing • page	want
10 Screen		List 18 page 124	page 173 	Single word writing • page Sentence writing • page	watch

• Refer to page 26 for the Oral Language Full Year Plan.



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Flash Words

HFWS that are regular and decodable. These words are used frequently, and so students need repeated decoding and encoding practice, so that they can be recognised (read) and reproduced (spelled) in a flash.

Heart Words

HFWS that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

High Frequency Words containing more complex patterns

- ask
- last
- class
- after
- father
- fast
- afternoon
- basketball

Irregular High Frequency Words

- does
- were
- gone
- here

i-e as in five

bike	inside	mile	side	tired	fire	life
nine	slide	like	five	while	ride	time
hide	white	line				

/igh/

~ /schwa/: this sound is pronounced as a /schwa/

ss as in dress

across	dress	miss
--------	-------	------

/s/

Double Letters

off	add	egg
-----	-----	-----

ll as in hill

fell	tell	well
hill	spell	doll
still	killed	will

/l/



e-e as in Steve

these

/ee/

a-e as in snake

ate	cake	make
game	gave	name
came	late	plane
cave	made	same
snake	state	take

/ai/

o-e as in smoke

broke	clothes	home	those
close	drove	rode	woke

/oa/

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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Download the [High Frequency Words charts](#)

Flash Words

HFWS that are regular and decodable. These words are used frequently, and so students need repeated decoding and encoding practice, so that they can be recognised (read) and reproduced (spelled) in a flash.

Heart Words

HFWS that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

High Frequency Words containing more complex patterns

- above
- another
- won
- mother
- other
- Monday
- love
- month
- front
- brother
- only
- over
- open

- word
- world
- work

- animal

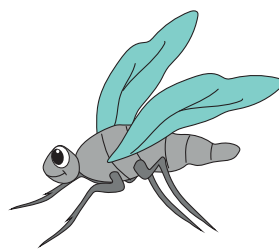
Irregular High Frequency Words

- Wednesday
- buy

-y as in puppy * also double letters

study	buddy*
twenty	yummy*
footy	funny*
body	happy*
story	quickly
party	puppy*

/ee/



ue as in glue

blue

ew as in screw

flew
threw

NOTE: these words are pronounced /yoo/

few
new
Tuesday

/long eo/

-y as in cry

fly	my
crying	try
by	why

/igh/

i as in child

kind	find
Friday	

ve as in sleeve

give	live
have	leave

/v/

kn as in knee

know

/n/

~ /schwa/: this sound is pronounced as a /schwa/

Note: Underlined words are words which cannot easily be segmented into sound segments with letters that map to each sound.

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Term 3 provides an opportunity to develop short vowel and long split vowel teaching with a large focus on the use of silent 'e' to change the short vowel into a long vowel sound and make it say the letter name. Students will require multiple exposures to this concept particularly at a spelling and writing level. In addition further Stage 2 digraphs are presented.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation		
	 Code: SP2	 Code: SSPs1	 Code: Md2	 Code: Mlff3	
1	Revise 	List 19 page 125		page 173 An Owl's Nest A brown owl flew down from the clouds. Next, the brown owl flew around the town and then she scouted about for things for her nest. The owl went down to the ground for twigs. The owl also scouted about for bark and an amount of wood. Then the brown owl had no more scouting to do as the nest had been made.	Single word writing • page Sentence writing • page after
2	Teach short vowels and long split vowels 'a-e', 'e-e', 'i-e', 'o-e' & 'u-e' 	List 27 page 129		page 85, 97 or 103 The Grapes that I Ate I ate a case of grapes. But the grapes that I ate had a bad taste. The grapes made me feel unwell. The grapes that I ate made me go pale. They made me shake and fall into a daze. But when I woke up, I was brave and I ate more grapes. The time the grapes were safe and tasted fine. I was glad I did not shake and go pale for a second time.	Single word writing • page Sentence writing • page ask fast
3	Revise ay & ai & teach a_e 	List 28 page 129		page 82 The Quake This is a tale of a whole and a snake. The whole and the snake were sleeping in a cave when the walls started to shake. It must be a quake! The snake did think so. The snake did not make it to the gate of the cave. The whole was in a daze. The whole chased the snake to the gate of the cave and then to the base of the lake where it was safe. The snake was pale and the whole was pale too. At last they were safe.	Single word writing • page Sentence writing • page last
4		List 30 page 130		page 94 Five Arrive to Dine for Dinner A family invited five guests over for a meal. The wife decided to spring clean the family home. First she wiped the benches and made them shine. While there, she laid up the forks, knives and spoons. Next she glued into the bathrooms to wipe the shower tiles, before collecting a pile of dirty clothes. The wife asked the garden for seeds to sow before cutting back a vine that had been covering a pine tree. The clean home and garden made the wife smile. It was now a great site for a dinner party.	Single word writing • page Sentence writing • page father
5	Revise ee & ea & teach e_e 	List 29 page 130		page 91 Pete and Steve Pete and Steve went to the park. Steve yelled to Pete, "Come here!" Pete ran over to these bushes but he did not find Steve. Again Steve yelled to Pete, "Come here!" Pete ran to these trees but he did not find Steve. Pete even ran to the bench and the sandpit. Still Pete did not find Steve. Then Pete was able to find Steve at the swings.	Single word writing • page Sentence writing • page class afternoon
6	Revise oa & ow & teach o_e 	List 31 page 131		page 100 Alone on the Throne From time to time the king sat alone on his throne to do his thinking. Spoken to none, the king chose his next rules alone on his throne. Alone on the throne, the king wrote his next speeches in a secret code. The king gazed on the throne, decided how he would vote in upcoming meetings. The king listed some things he hoped for those living in his land. Since all his thinking had been done, the king would get off the throne and go home.	Single word writing • page Sentence writing • page basketball
7		List 32 page 131		page 109 The Month of June In the month of June I do many things. In June I like to play a tune on my flute. In the month of June I like to make cute red cubes as gifts. In the month of June I like to run down sand dunes. In the month of June I do many things. But in the month of June I am never rude.	Single word writing • page Sentence writing • page does
8	Teach double consonants 'll', 'ss', 'ff' & 'zz' 	List 6, 7 & 8 page 118 & 119		page 69, 72, 75 or 78 A Gruff Bluffing Troll A gruff bluff did not intend to call the bluff of three goats. The troll said, "If you three goats try to cross this bridge, the wind will huff and puff and send you down the cliff!" Stiff with fear, the goats still crossed the bridge. No huff or puff of wind came. So the troll did not bluff the three goats.	Single word writing • page Sentence writing • page gone
9	Teach triple consonant blends 	List 15 page 123		page 60 or 66 My Poster Is a Mess In art class we made a poster. On my poster I put red glass paint and green glass paint. On my poster I put a cross in black and a cross in white. I pressed yellow paint onto my poster. I put on a little less pink paint. I fussed and stressed I did get cross as my poster was a big mess.	Single word writing • page Sentence writing • page here
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.				were

• Refer to page 26 for the Oral Language Full Year Plan.

The **Term 4** outline finalises the teaching of Stage 2 phonic concepts. The remaining digraphs, high-frequency words and multi-syllabic words are covered. It is likely that specific Stage 2 errors may still remain and require specific targeting. The table on page 18 can be used for this purpose.

w e e k	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	♥ HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation		
	Code: SP2	Code: SSPts1	Code: Md2	Code: Mlff3	
1	Revise short vowels and long split vowels 'a-e', 'e-e', 'i-e', 'o-e' & 'u-e' 	List 33 page 132 	page 88, 97 or 106 	Single word writing • page Sentence writing • page	won
2	Revise oo & u-e & teach ew 	List 25 page 128 	page 176 	Single word writing • page Sentence writing • page	above
3	Revise oo, u-e & ew teach ue 	List 26 page 128 	page 185 	Single word writing • page Sentence writing • page	other
4	Revise ee & ea & teach y 	List 37 page 134 	page 191 	Single word writing • page Sentence writing • page	front
5	Homophones 	List 42 page 135 	page 210 	Single word writing • page Sentence writing • page	love
6	Multisyllabic words 	List 34 page 132 	page 234 	Single word writing • page Sentence writing • page	another
7	Revise i-e & teach y 	List 35 page 133 	page 197 	Single word writing • page Sentence writing • page	mother
8	High-Frequency Heart Words 	List 46 page 138 	page 218 	Single word writing • page Sentence writing • page	month
9	High-Frequency Heart Words 	List 47 page 139 	page 220 	Single word writing • page Sentence writing • page	brother
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.				

• Refer to page 26 for the Oral Language Full Year Plan.

Year 1
Term 4
Year 2
Term 1

Late Stage 2

An evidence-based approach (aligned with Science of Reading) to teaching high-frequency words (HFWs) within a structured synthetic phonics (SSP) program, which sequences HFWs into the SSP phonic sequence, and teaches irregular HFWs using the heart word method.



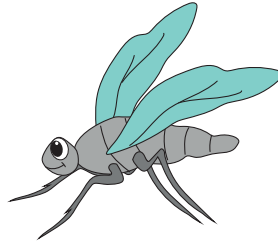
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-y as in puppy	* also double letters
study	buddy*
twenty	yummy*
footy	funny*
body	happy*
story	quickly
party	puppy*

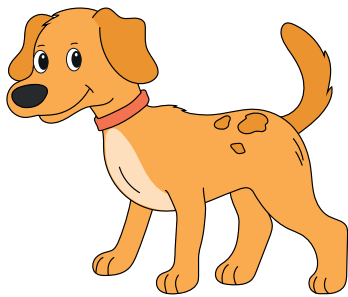


ue as in glue
blue
ew as in screw
flew
threw
NOTE: these words are pronounced /yoo/
few
new
Tuesday

-y as in cry
fly my
crying try
by why
i as in child
kind find
Friday

ve as in sleeve
give live
have leave

kn as in knee
know



High Frequency Words containing more complex patterns	
ābōve	ānōthēr
wōn	mōthēr
ōthēr	Mōnday
lōve	mōnth
f'rōnt	b'rōthēr
ōnly	ōvēr
ōpen	
wōrd	wōrld
wōrk	
ānīmāl	
Irregular High Frequency Words	
Wēdnesday	būy

~/schwa/: this sound is pronounced as a /schwa/

Note: Underlined words are words which cannot easily be segmented into sound segments with letters that map to each sound.

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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Download the [High Frequency Words charts](#)

Year 2
Term 2

Early Stage 3

An evidence-based approach (aligned with Science of Reading) to teaching high-frequency words (HFWs) within a structured synthetic phonics (SSP) program, which sequences HFWs into the SSP phonic sequence, and teaches irregular HFWs using the heart word method.



Flash Words

HFW that are regular and decodable. These words are used frequently, and so students need repeated decoding and encoding practice, so that they can be recognised (read) and reproduced (spelled) in a flash.

Heart Words

HFWs that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

air as in chair
air
fairy
hair
ear as in pear
bear
ar/are as in square
* There is an alternative pronunciation where /r/ is pronounced separately to /ar/
parent
scared
scary

~/schwa/: this sound is pronounced as a /schwa/



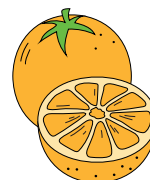
ce as in face
face
nice
place
race
space
prince
sentence

tch as in witch
match
witch



oul as in could
could
should
would

ge as in hinge
change
page
large
orange



se as in cheese
please
present



o_e as in move
move

igh as in light
fight
high
light
might
night
right

High Frequency Words containing more complex patterns	
āunty	
lāughed	
prīncess	cīty
excīted	
ēarth	lēarn
hēard	
bēcause	
cāught	
dīnōsaur	

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The **Term 1** teaching sequence has been designed for students entering the school year after a lengthy summer break with a relatively high (50-65%) Stage 2 decoding and encoding skills. The purpose of this outline is to revisit and revise a large range of the Stage 2 concepts and to finalise the Stage 2 teaching. In addition, the table located on page 18 can also be used to directly target common errors made by students within this group.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWS
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation	
	 Code: SP2 Code: SSPTs1	 Code: SSPTs1	 Code: Md3	
1	Teach kn & ve 	List 36 page 133 List 39 page 135 	page 17 	
2	Revise or & aw 	List 24 page 127 	page 20 	
3	Revise ee, ea & y 	List 12 page 121 	page 26 	
4	Revise oo, ue & ew 	List 25 page 128 	page 32 	
5	Revise ay & ai 	List 2 page 116 	page 35 	
6	Revise o-e, ow, oe & oa 	List 9, 10 & 31 page 120 & 131 	page 38 	
7	Revise ow & ou 	List 19 page 125 	page 41 	
8	Revise er, ir & ur 	List 22 page 126 	page 44 	
9	Bi & Tri Consonant Clusters 	List 15 page 123 	page 14 	
10 Screen	i as in child 	List 16 page 123 	Md2 page 194 	

Term 2 commences the presentation of Stage 3 concepts. It is common for this group of students to secure high levels of Stage 1 & 2 accuracy (i.e. typically 80% or above) and have an emerging spelling ability in Stage 3 (i.e. 6%-44% in Stage 3). **It is imperative that teachers 'revise' Stage 1 & 2 concepts as part of their daily review to ensure students retain concepts from Stages 1 & 2.** This stage marks the beginning of segmenting words into larger sound units. Students will be directed to apply syllabic strategies to decode and encode some of these longer words. Within this stage, a proportion of each list will also contain opportunities to extend vocabulary and, by addressing meaning, students are more likely to apply new words to self-generated writing.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation	
	 Flashcards from: SSPts3	 Code: SSPts3	 Code: Md3	
1	'ce' as /s/ 	List 18 page 20		<p>Gracie Cooking Gracie liked to cook with spices and rice. Twice a week Gracie took advice from her cookbooks. Twice a week she made nice spiced rice dishes. Gracie would then charge a small price and sell her nice spiced rice dishes. Twice a week Gracie's happy customers paid for the rice dishes and left with smiles on their faces.</p> <p>because</p>
2	'se' as /s/ 	List 19 page 21		<p>Gosson on the Loose For the past week the horse and the mouse had heard strange noises coming from the house. The horse wondered if someone should sneeze, so he left the mouse. The mouse crept into the house. There he saw a gosson, covered in grass. The gosson had made a hole. "Watch out! A gosson is on the loose," yelled the mouse on the gosson's head. The gosson crashed into the horse and now the horse was covered in grass. "Curse you gosson," said the horse. "A gosson is no longer on the loose," giggled the mouse.</p> <p>earth heard</p>
3	'ze' as /s/ 	List 20 page 21		<p>Surprise Party A grandfather had a son-in-law who gathered for the surprise party. We all loved grandfather even if he was a little sometimes. For his birthday we wanted to surprise him with his favourite chocolate and grass him for the great man he was. Without making a noise we all eased into the house. It was a bit of a surprise. Someone sneezed but all grandfather did was raise an eyebrow. Then we yelled "Surprise!" I think grandfather was very pleased with his surprise party.</p> <p>learn</p>
4	'ge' as /j/ 	List 21 page 22		<p>The Man's Plunge One day a young man took a plunge. This young man plunged into a barrel of rotten oranges. He plunged in by mistake. He was leaning on a door when a hinge gave way making him plunge forwards. Getting out of the barrel of rotten oranges, the young man cried. He cringed as his clothes had a fringe of orange and his face had a fringe of pink.</p> <p>city</p>
5	'dge' as /j/ and 'dg' as /j/ 	List 22 & 23 page 22 & 23		<p>The Judge's Porridge A judge wanted to get some porridge which was on the other side of a bridge. He trudged up the road. He trudged over a hedge. He even trudged along the edge of a cliff. He dodged a ledge and managed to walk over a ridge. Once the judge could see the porridge. How disappointed the judge was when he saw that the porridge was nearly like sludge.</p> <p>excited</p>
6	'igh' 	List 24 page 23		<p>Midnight Blackout A spy had been hired to determine why each night the lights in a small town went out at midnight. Each night the spy would hide in the streets. The spy would remain wide awake while trying to catch sight of the crime. One night outside the power station he was delighted to observe the crime. A hungry rat slid into the man power box to nibble the wires for his midnight meal.</p> <p>princess</p>
7	'tch' as /ch/ 	List 29 page 26		<p>Rachel's Morning Chores A child named Rachel lived on a farm. Rachel had daily chores. Each morning Rachel would chase all of the chickens out of the chicken hutch so that during the day the chickens were free to scratch on the lawn. Following this Rachel would fetch eggs from the chickens' hutch and place them in the kitchen. Finally Rachel would switch her shoes off for her school uniform and race to catch the school bus.</p> <p>aunty</p>
8	'air', 'ear', 'are' as /air/ 	List 25 page 24		<p>A Bear with Flair There once was a fabulous bear with a flair for home decorating and a fondness for the taste of pears. Downstairs of his house there were pairs of shoes with matching pear patterns. That's the way the walls were decorated with cherry and pear wallpaper. The bear was known to repair cracked pots before planting pear seedlings in them and storing his planted pear trees beside his dairy. The bear's property was quite something to behold.</p> <p>laughed</p>
9	'oul' as /short oo/ & 'o' as /long oo/ 	List 37 page 30		<p>Mr Wood's Lawn Mowing Mrs Wood explained to Mr Wood that on Saturday he should mow the lawn. When Saturday came around Mr Wood couldn't be bothered. Later Mrs Wood asked why the lawn hadn't been mowed. Mr Wood explained that he would have mowed the lawn if he could, but the mower needed repairs. Luckily for Mr Wood, his wife believed he would if it could story.</p> <p>caught</p>
10	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.			<p>dinosaur</p>

Refer to page 26 for the Oral Language Full Year Plan.

Term 3 provides an opportunity to encode two and three-syllable words, as well as continue to develop vocabulary through the concepts presented. As students progress beyond simple texts, they must learn to read and spell multisyllabic words quickly and accurately. To read and spell larger words, it helps if students have an understanding of how syllables work within words. Syllabic spelling strategies are dominant in this term of work. Additionally, more complex High Frequency Words (HFW's) continue to be integrated into the Stage 3 lists and PLD recommends irregular heart words are explicitly taught as part of the daily review.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWs
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation	
	<p>Flashcards from: SSPts3</p>	<p>Code: SSPts3</p>	<p>Code: Md3</p>	
1	'ear' & 'eer' as /ear/ 	List 32 page 27	<p>page 160</p>	bought
2	'ui' & 'ou' as /long oo/ 	List 33 page 28	<p>page 114</p>	brought
3	'mb' as /m/ & 'bt' as /t/ 	List 34 page 28	<p>page 108</p>	thought
4	'al' as /or/ & 'o' as /oa/ 	List 35 page 29	<p>page 169</p>	ghost
5	'a' as /e/ & 'wh' as /h/ 	List 36 page 29	<p>page 203 & 238</p>	hour autumn
6	'ea' as /e/ 	List 38 page 30	<p>page 102</p>	castle
7	'ore' as /or/ 	List 27 page 25	<p>page 127</p>	often
8	'oar', 'oor' & 'our' as /or/ 	List 28 page 25	<p>page 136</p>	guys answer
9	Option 1: A spare week to cover school disruptions and/or short school terms			
10 Screen	Option 2: Select from the concepts not covered.			

• Refer to page 26 for the Oral Language Full Year Plan.

Flash Words

HFW that are regular and decodable. These words are used frequently, and so students need repeated decoding and encoding practice, so that they can be recognised (read) and reproduced (spelled) in a flash.

oor as in door
door

our as in pour
four

your



a as in many
any

many

ea as in feather
breakfast

dead

head

a as in water
almost

also

always

al as in walk
talk

walk

ear as in hear
dear

near

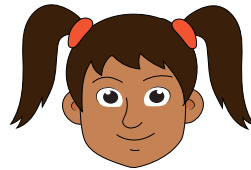
year

hear

o as in both
both

don't

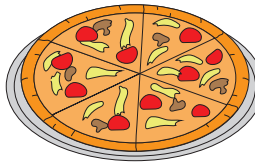
most



wh as in whole
whole

mb as in thumb
climbed

ou as in soup
group



Heart Words

HFWs that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

Irregular High Frequency Words

ghost

hour

autumn

castle

often

guys

answer

write

(High Frequency Words containing more complex patterns)

bought

brought

thought

Download the [High Frequency Words charts](#)

Flash Words

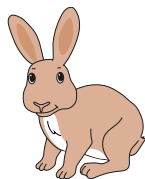
HFW that are regular and decodable. These words are used frequently, and so students need repeated decoding and encoding practice, so that they can be recognised (read) and reproduced (spelled) in a flash.

~ /schwa/: this sound is pronounced as a /schwa/

ey as in key
key

money

monkey



happened **suddenly**

lollies **summer**

rabbit **butterfly**

soccer

le as in table
jungle

little

table

uncle

apples

or as in doctor
doctor

motorbike

e as in behind
began **being**

begin **before**

-y as in baby

ea as in break
great

children

idea

Indian

carry **everything**

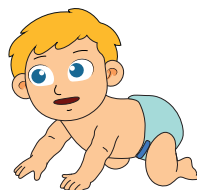
every **family**

everyone **very**

baby

computer **example**

decided **important**



Heart Words

HFWs that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

(High Frequency Words containing more complex patterns)

giant

magic

through

field

movie

enough

young

country

cousin

(Irregular High Frequency Words)

mountain **lion**

school **trampoline**

special **picture**

heart **music**

eight **favourite**

police **colour**

restaurant **minute**

friend **once**

beautiful **eye**

pizza

Note: Underlined words are words which cannot easily be segmented into sound segments with letters that map to each sound.

The **Term 4** outline finalises the teaching of Stage 3 phonic concepts. The remaining phonic concepts, high-frequency words and two-syllable words are covered. It is likely that some specific Stage 3 errors may still remain and require specific targeting. The integration of dictation should continue to be a key component of the weekly routine. This ensures that students develop skills to transfer known words into their extended writing.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWS
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation	
	<p>Flashcards from: SSPt3 and SP3</p>	<p>Code: SSPt3</p>	<p>Code: Md3</p>	
1	'le' as /schwa+/ 	List 39 page 31	<p>page 173</p>	
2	'le' as /schwa+/ 	List 40 page 31	<p>page 176</p>	
3	'le' as /schwa+/ with double medial letters 	List 42 page 32	<p>page 182</p>	
4	Double letters in 2 syllable words 	List 44 page 33	<p>page 72</p>	
5	'a' as /ay/ 	List 47 page 35	<p>page 206</p>	
6	'e' as /ee/ 	List 48 page 35	<p>page 191</p>	
7	'ey' as /ee/ 	List 49 page 36	<p>page 185</p>	
8	'y' as /ee/ 	List 50 page 36	<p>page 188</p>	
9	High frequency words.	List 43 page 33	<p>page 212 Md2</p>	
10	<p>Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.</p>			

• Refer to page 26 for the [Oral Language Full Year Plan](#).

Stage 1 and Stage 2 Phonic Concepts Checklists



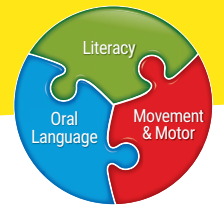
Stage 1 Phonic Concepts													
Target 1	SSPts1	Mfwa/ Md1	Target 2	SSPts1	Md1	Target 3	SSPts1	Md1	Target 4	SSPts1	Md1	Stage 1 words with applied suffixes	Md1
CVC with Group 1	Lists 2-3 page 11-12	Mfwa page 26-28	Phonic Digraphs & Tricky Graphemes			Initial & Final Consonant Clusters			Phonic Digraphs			Introduction to Suffixes	
			sh	List 18 page 19	page 57	CCVC List 33-36 page 27-27	page 118-138	ay	List 43 page 32	page 182	+s regular plural	page 231	
CVC with Group 1 & 2	List 4-8 page 12-14	Mfwa page 29-31	ch	List 19 page 20	page 69			CVCC List 37-40 page 29-30	page 139-159	ai as /ay/	List 44 page 32	page 191	-ed no doubling of final consonant
			th - voiced & unvoiced	List 21 page 21	page 78	al(l)	List 46 page 33			page 200	-ing no doubling of final consonant	page 240-243	
CVC with Group 1, 2 & 3	List 9-14 page 15-17	Mfwa page 32-34	wh	List 23 page 22	page 84			(i)ng	List 47 page 34	page 203			
			ck	List 24 page 22	page 93			or	List 48 page 34	page 173			
CVC with all of the alphabet	List 15-17 page 18-19	Md1 page 11-55	ee	List 26 page 23	page 111			ar	List 49 page 35	page 161			
			long 'oo'	List 28 page 24	page 104			er	List 51 page 36	page 221			
			short 'oo'	List 30 page 25	page 99			oy	List 54 page 37	page 206			
			qu (kw)	List 32 page 26	page 87			oi as /oy/	List 54 page 37	page 212			
			x (ks)	List 31 page 26	page 90								

FAQ: Is It Necessary to Identify the Type of Phonic Errors within Spelling Placement Screens?

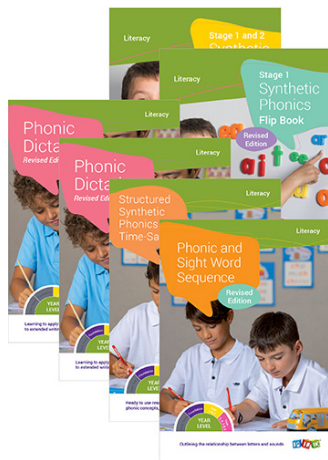
- ✓ For students who are age-appropriate or advanced, this is not necessary, as these students should be following the broad teaching sequence outlines.
- ✗ For students operating with delayed skills, by identifying and attending to the gaps, teachers can aim to move these students forward as quickly as possible.

Stage 2 Phonic Concepts						Stage 2 Consonant Blends				Stage 2 Double Consonants				
	SSPts1	Md2		SSPts1	Md2		SSPts1	Md2		SSPts1	Md2		SSPts1	Md2
ue as /oo/	List 25 page 128	page 182	ir as /er/	List 20 page 125	page 128	Double Consonant Blends eg CCVCC & Triple Consonant Blends eg CCCVCC	List 13-15 page 122-123	page 60-68	ff	List 8 page 119	page 69			
ew as /oo/	List 25 page 128	page 176	ur as /er/	List 21 page 126	page 134				ll	List 6 page 118	page 72			
ue as /y+oo/	Bpsw page 81	page 185	ie as /igh/	Bpsw page 82	page 194				ss	List 7 page 119	page 75			
ew as /y+oo/	Bpsw page 81	page 179	y as /igh/	List 35 page 133	page 197				zz	List 8 page 119	page 78			
oa	List 9 page 120	page 113	i as /igh/	List 16 page 123	page 194	Stage 2 Long Split Vowels				Stage 2 Suffixes				
oe as in toe	Bpsw page 79	page 125	y as /ee/	List 37 page 134	page 188						SSPts1	Md2	-ly	page 222
ow as /oa/	List 10 page 120	page 119	ea as /ee/	List 11 page 121	page 152	a_e	List 28 page 129	page 82	-er	page 224				
ow	List 18 page 124	page 167	Stage 2 Silent Letters			e_e	List 29 page 130	page 91	-s (plural)	page 226				
ou as /ow/	List 17 page 124	page 161				i_e	List 30 page 130	page 94	-ing	page 228				
aw as /or/	List 23 page 127	page 143		SSPts1	Md2	o_e	List 31 page 131	page 100	-ed	page 230				
ve as /v/	List 36 page 133	page 203	kn as /n/	List 39 page 135	page 200	u_e	List 32 page 131	page 109	-y	page 232				

Essential PLD Programs for Successful Implementation



PLD's evidence-based programs are available in Starter Packs. [Each Starter Pack](#) is discounted by 15%. These recommended programs are essential to successful implementation of the Teaching Sequences outlined in this manual.



Essential Year 1 Literacy Starter Pack - Code: EY1L



Essential Year 2 Literacy Starter Pack - Code: EY2L



Essential Low Entry Year 1 & 2 Starter Pack - Code: EY12LE



Essential Year 1 & 2 Oral Language Starter Pack - Code: EY12OL

Additional PLD Programs to Support Year 1 & 2

Based on the testing results as outlined in the [Year 1 & 2 Screening & Tracking Manual](#), for students who are experiencing difficulties or are slow to progress, the following programs are recommended.

FULLY PREPARED WORD LISTS	WHOLE SCHOOL PROGRAM	FOR STUDENTS EXPERIENCING PHONEMIC AWARENESS DIFFICULTIES				FOR ADDITIONAL CVC PRACTICE
<p>Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPt1</p>	<p>Phonic & Sight Word Sequence - Code: BPSW</p>	<p>Teach a Child to Spell in 3 Steps - Code: CCspell</p>	<p>Teach a Child to Read in 3 Steps - Code: CCread</p>	<p>Preparing for Reading - Code: CCpfr</p>	<p>Preparing for Spelling - Code: CCpfs</p>	<p>CVC Words Reading, Spelling and Writing Tasks - Code: BCVC</p>

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.

Purchase from:



Stage 1 Target 1: CVC Reading & Spelling

<p>Reading Race 1a - CVC Words</p>	<p>Spell Star 1a - CVC Words</p>	<p>Two Player 1a - CVC Words</p>
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Stage 1 Target 2: 'sh', 'ch', 'th', 'oo', 'ee', 'ck' Reading & Spelling

<p>Reading Race 1b - sh, ch, th, oo, ee, ck Words</p>	<p>Spell Star 1b - sh, ch, th, oo, ee, ck Words</p>	<p>Two Player 1b - sh, ch, th, oo, ee, ck Words</p>
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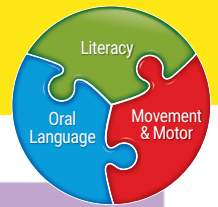
Stage 1 Target 3: CVCC & CCVC Reading & Spelling

<p>Reading Race 1c - CCVC & CVCC Words</p>	<p>Spell Star 1c - CVCC & CVCC Words</p>	<p>Two Player 1c - CVCC & CVCC Words</p>
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Stage 1 Target 4: ar, or, er, ai/ay, oy/oi, all Reading & Spelling

<p>Reading Race 1d - ar, or, ai, ay & oi Words</p>	<p>Spell Star 1d - ar, or, ai, ay & oi Words</p>	<p>Two Player 1d - ar, or, ai, ay & oi Words</p>
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Targeting Oral Language Over the Full Year



Term 1 Term 2 Term 3 Term 4

Connecting Oral Language with Written Genres

Object Description or Show and Tell	Event-Based News/Recounts	Activity Retells/Recounts	Narrative Rewrites and Generation
<p>Descriptions</p> <p>Oral Language Explicit Instruction</p> <p>Schedule short daily (5-10 minute) sessions to instruct 'show and tell' or object descriptions. Rather than students bringing in something from home, the descriptions are recommended to be based upon semantic categories. For example: reptiles (in Weeks 1 and 2), occupations (in Weeks 3 and 4), transport (in Weeks 5 and 6), insects in Week 7 and 8). After teaching, age-appropriate description items can be brought in from home in weeks 9 and 10 for students to self generate their own descriptions.</p> <p>Templates to support oral language transitioning into written language</p> <p>At the end of each fortnight a written description should be scheduled. This will challenge students to transfer into writing the strong oral sentence structure they have been rehearsing throughout the fortnight. Undoubtedly there will be a range in writing ability within the class. Different templates can be applied to the various ability groups.</p> <p>Program: Mn68</p>	<p>Event Recount</p> <p>Oral Language Explicit Instruction</p> <p>Schedule short daily (5 minute) sessions that instruct the explanation of an event. It is recommended that the event relates to something that occurred within the school day or summarises the curriculum learning that has occurred within a lesson. For example:</p> <p><i>"This afternoon the class plotted the capital cities around Australia because we are working on our mapping skills."</i></p> <p>Templates to support oral language transitioning into written language</p> <p>At the conclusion of each fortnight (in which event-based news has been explicitly taught and modelled) students are provided with their own opportunity to generate their event-based news in written form, using the appropriate template.</p> <p>Program: Mn68</p>	<p>Three Step Activity Retells</p> <p>Oral Language Explicit Instruction</p> <p>Over the length of the term, aim to focus on an activity retell each week or fortnight. In order to be time efficient, rather than designing an activity to support the process, utilise an activity within another subject. Opportunities for cross-curriculum links readily exist (e.g. designing rockets in Science or in Art when studying an artist and applying the style to a piece of art). Using the cards and/or poster engage in oral rehearsal prior to the written task.</p> <p>Templates to support oral language transitioning into written language</p> <p>At the end of each fortnight a written task should be scheduled. This will challenge students to transfer into writing the strong oral sentence structure they have been rehearsing. Templates are still useful for students at this age. Some students require simplistic templates and others a more detailed and elaborate template. A range of templates are provided within the Connecting Oral and Written Language' manuals.</p> <p>Program: Mn68</p>	<p>Narratives</p> <p>Oral Language Explicit Instruction</p> <p>Select a picture book with the summary of narrative structure from within the program 'Connecting Oral & Written Language'. The picture book overview suggest the level of oral language the teacher will model and also aim to elicit from the students. To commence the weekly or fortnightly cycle, the focus picture book will need to be read multiple times. Once the students are familiar with the picture book, they are ready to engage in oral narrative retells. Initially they will engage in partial retells (i.e. the beginning, problem and characters thoughts and feelings only). Over the weeks, as narrative skills develop increase the elements retold.</p> <p>Templates to support oral language transitioning into written language</p> <p>Conclude each weekly or fortnightly cycle with a rewrite or innovation of the picture book that has been rehearsed. The templates cater for the range in ability. It will be appropriate for some students to complete a partial rewrite and others a full narrative.</p> <p>Program: Mn68</p>

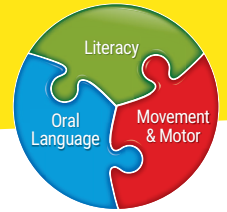
Boost Reading Comprehension (through the facilitation of a home program)

Scripted Picture Book Comprehension Questions (to supplement reading books)

Instructions
 Provide a book with its corresponding scripted question card each week. Students can likely read the picture books but it is still appropriate for adults to read and ask the questions. Program: Mc6
 Parent training video located at: <https://pld-literacy.org/product/comprehension-questions-for-6-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	TERM 4	HOME PROGRAM	STUDENTS WITH LANGUAGE DELAYS	STUDENTS WITH SPEECH ERRORS	PARENT EDUCATIONAL MILESTONES	
<p>Connecting Oral & Written Language: Step 1 - Code: Mn68</p>	<p>Generating Narratives: Set 1 & 2 - Code: CCgn1 & CCgn2</p>	<p>Comprehension Questions for 6 & 7 Year Olds - Code: Mc6</p>	<p>Semantic Scenes & Questioning: Set 2 - Code: Sem5</p>	<p>10 Minute Language Games: Set 2 - Code: 10m5</p>	<p>Speech Development Screen - Code: Ssd</p>	<p>Available for download at: https://pld-literacy.org/product/year-1-2-parent-education-sheets-and-downloads/</p>



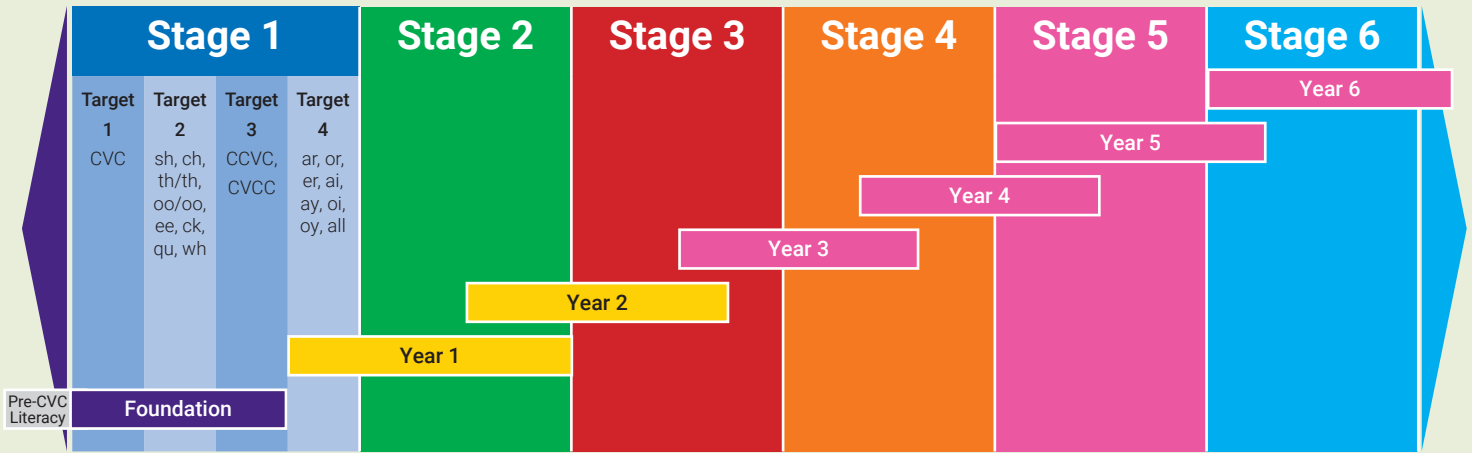
This list can be used to determine which programs will be most suitable. Once the required items have been selected, go to the PLD website to place a Quick Order <https://pld-literacy.org/quick-order/> and follow the steps to create a quote/order. For schools new to PLD, please submit a Quote Request <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 20% discount on the program cost)				
EY1L	Essential Year 1 Literacy Starter Pack Includes: Bpsw, SSpts1, Sp1, Sp2, Md1, Md2	\$405.00- \$408.02	\$323.00	
EY2L	Essential Year 2 Literacy Starter Pack Includes: Bpsw, SSpts1, SSpts3, Md2, Md3, Sp3	\$405.00- \$414.40	\$327.25	
EY12LE	Pre-CVC Entry to Year 1 & 2 Classes Pack Includes: CCread, CCspell, Bal, Bcvc	\$330.00 \$280.52	\$221.00	
EY120L	Essential Year 1 & 2 Oral Language Starter Pack Includes: Mn68, CCgn1, CCgn2, Mc6	\$255.00 \$216.76	\$170.00	
UY1L0L	Ultimate Literacy & Oral Language Year 1 Starter Pack Includes: Bpsw, SSpts1, Sp1, Sp2, Md1, Md2, Mn68, CCgn1, CCgn2, Mc6	\$660.00 \$624.78	\$493.00	
UY2L0L	Ultimate Literacy & Oral Language Year 2 Starter Pack Includes: Bpsw, SSpts1, SSpts3, Sp2, Sp3, Md2, Md3, Mn68, CCgn1, CCgn2, Mc6	\$660.00 \$631.16	\$497.25	
Literacy				
Bpsw	Phonic and Sight Word Sequence (Full year resource) Essential Program	\$82.50	\$65.00	\$575.00
SSpts1	Structured Synthetic Phonics Time-Savers - Stage 1 & 2 (Full year program) Essential Program	\$82.50	\$65.00	\$225.00
SSpts3	Structured Synthetic Phonics Time-Savers - Stage 3 & 4 Essential Program	\$82.50	\$65.00	\$225.00
Sp1	Synthetic Phonics Flip Book - Stage 1 (Full year program) Essential Program	\$75.00	\$60.00	
Sp2	Synthetic Phonics Flip Book - Stage 2 (Full year program) Essential Program	\$75.00	\$60.00	
Sp3	Synthetic Phonics Flip Book - Stage 2, 3 & 4 Essential Program	\$75.00	\$60.00	
Md1	Phonic Dictation - Stage 1 (Full year program) Essential Program	\$82.50	\$65.00	\$245.00
Md2	Phonic Dictation - Stage 2 (Full year program) Essential Program	\$82.50	\$65.00	\$225.00
Md3	Phonic Dictation - Stage 3 (Full year program) Essential Program	\$82.50	\$65.00	\$225.00
Bsw1	Decoding and Spelling Games - Stage 1 (Full year program)	\$82.50	\$65.00	\$245.00
Bsw2	Decoding and Spelling Games - Stage 2 (Full year program)	\$82.50	\$65.00	\$210.00
Mfwa	First Writing Activities (Full year program)	\$82.50	\$65.00	\$245.00
SAjp	Spelling Activities for the Junior Primary (Full year program)	\$82.50	\$65.00	\$225.00
Bcvc	CVC Words Reading, Spelling and Writing Tasks (Stage 1, Target 1)	\$82.50	\$65.00	\$245.00
Bph1	Early Stage 1 Reading, Spelling and Writing Tasks - Target 2 (Stage 1, Target 2)	\$82.50	\$65.00	\$245.00
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	\$245.00
G1	Phonic Bingo Games - Stage 1 (Full year program)	\$55.00	\$45.00	\$165.00
Chph1e	Phonic Charts - Stage 1 (Full year display item) - e version only		\$35.00	
Chph2e	Phonic Charts - Stage 2 (Full year display item) - e version only		\$35.00	
SWCy1	Phonic Sound Wall Charts for Year 1 (Full year display item)	\$55.00	\$45.00	\$165.00
Fcp	Phonic Flash Cards - Stage 1 - 4 (Full year program)	\$55.00	\$45.00	\$165.00
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)	\$82.50	\$65.00	\$245.00
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)	\$75.00	\$60.00	
L2s	Learning to Segment CVC Words (Phonemic segmentation program)	\$75.00	\$60.00	

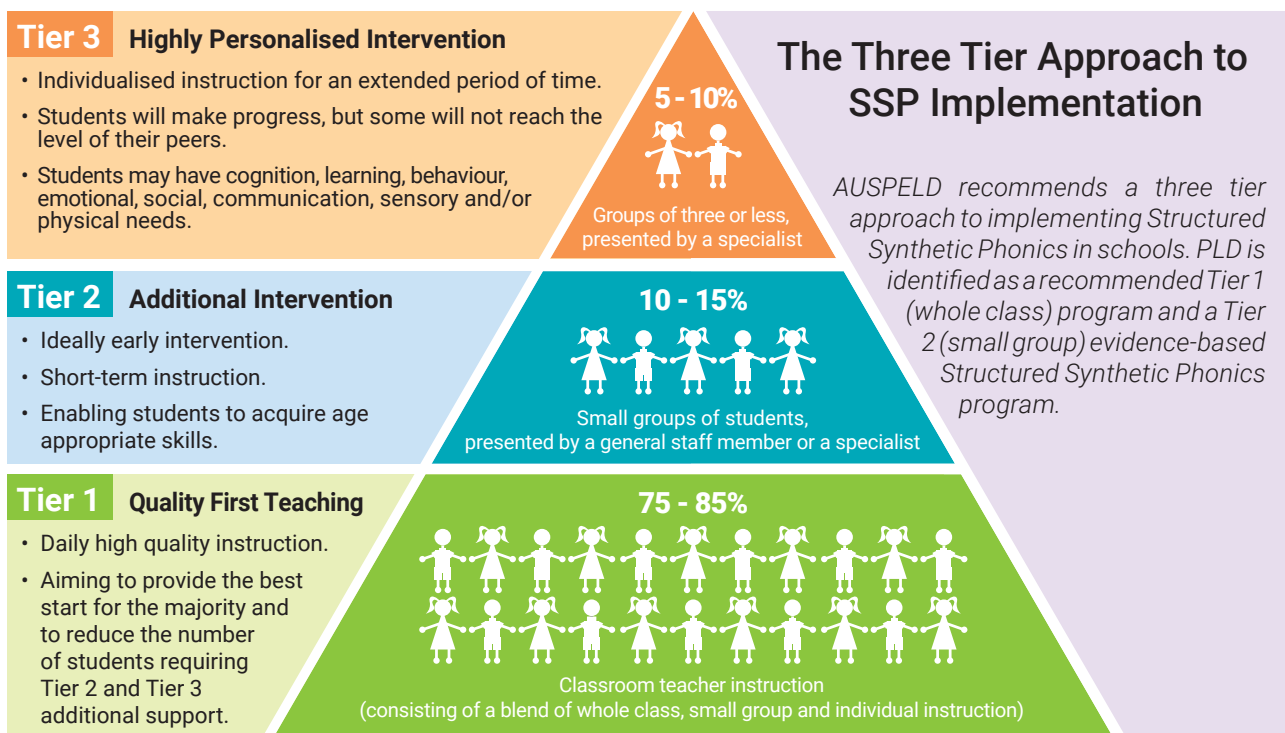
This list can be used to determine which programs will be most suitable. Once the required items have been selected, go to the PLD website to place a Quick Order <https://pld-literacy.org/quick-order/> and follow the steps to create a quote/order. For schools new to PLD, please submit a Quote Request <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
Year 1 Decodable Reading Books (Semester 1)				
Year 1 Semester 1				
HRset3	Home Reading Books (Set 3): (30 titles)	\$285.00		
SRmulti3	Fiction Group Reading Books (Set 3): (60 books, 6 copies of the 10 titles)	\$600.00		
NFmulti3	Non-Fiction Group Reading Books (Set 3): (60 books, 6 copies of the 10 titles)	\$570.00		
Year 1 Semester 2				
HRset4	Home Reading Books (Set 4): (29 titles)	\$290.00		
SRmulti4	Fiction Group Reading Books (Set 4): (60 books, 6 copies of the 10 titles)	\$630.00		
NFmulti4	Non-Fiction Group Reading Books (Set 4): (60 books, 6 copies of the 10 titles)	\$590.00		
Junior Primary Catch-Up Series				
HRset1b	Catch-Up Junior Fitzroy Reading Books (Set 1): CVC, CCVC & CVCC focus (20 books)	\$119.90		
HRset2b	Catch-Up Junior Fitzroy Reading Books (Set 2): Stage 1 phonics (20 books)	\$119.90		
HRset34b	Catch-Up Junior Fitzroy 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	\$225.00
CCgn1	Generating Narratives - Set 1 (Semester 2 program) Essential Program	\$45.00	\$35.00	\$135.00
CCgn2	Generating Narratives - Set 2 (Semester 2 program) Essential Program	\$45.00	\$35.00	\$135.00
Mc6	Comprehension Questions for 6 - 7 Year Olds (Full year home program) Essential Program	\$82.50	\$65.00	\$225.00
10m5	10 Minute Language Games - Set 2 (Students with language delays, Semester 1)	\$82.50	\$65.00	\$245.00
Sem5	Semantic Scenes and Questioning - Set 2 (Students with language delays, Semester 2)	\$82.50	\$65.00	\$245.00
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 Perth-Based Seminar (& online seminars): Implementing PLD in Year 1 & 2 \$219-249.00 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		<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>		

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



FAQ: How Much Term Progress Should Each Student Make?



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