



PLD provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD's SSP approach extends from the junior primary years through to upper primary years and thereby facilitating a whole school approach. PLD provides oral language programs (written by speech pathologists) and motor programs (written by OT's) to be used in conjunction with the SSP literacy range.

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Literature: Engaging with &amp; Responding to Literature, Examining Literature, Creating Literature</b>						
<p><b>AC9EFLE01</b> share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p>	<p><b>AC9E1LE01</b> discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p>	<p><b>AC9E2LE01</b> discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p>	<p><b>AC9E3LE01</b> discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p>	<p><b>AC9E4LE01</b> recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors</p>	<p><b>AC9E5LE01</b> identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors</p>	<p><b>AC9E6LE01</b> identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors</p>
<p><b>AC9EFLE02</b> respond to stories and share feelings and thoughts about their events and characters</p>	<p><b>AC9E1LE02</b> discuss literary texts and share responses by making connections with students' own experiences</p>	<p><b>AC9E2LE02</b> identify features of literary texts, such as characters and settings, and give reasons for personal preferences</p>	<p><b>AC9E3LE02</b> discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p>	<p><b>AC9E4LE02</b> describe the effects of text structures and language features in literary texts when responding to and sharing opinions</p>	<p><b>AC9E5LE02</b> present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p>	<p><b>AC9E6LE02</b> identify similarities and differences in literary texts on similar topics, themes or plots</p>
<p><b>AC9EFLE03</b> recognise different types of literary texts and identify features including events, characters, and beginnings and endings</p>	<p><b>AC9E1LE03</b> discuss plot, character and setting, which are features of stories</p>	<p><b>AC9E2LE03</b> discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways</p>	<p><b>AC9E3LE03</b> discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p>	<p><b>AC9E4LE03</b> discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions</p>	<p><b>AC9E5LE03</b> recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p>	<p><b>AC9E6LE03</b> identify and explain characteristics that define an authors individual style</p>
<p><b>AC9EFLE05</b> retell and adapt familiar literary texts through play, performance, images or writing</p>	<p><b>AC9E1LE05</b> orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools</p>	<p><b>AC9E2LE05</b> create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools</p>	<p><b>AC9E3LE05</b> create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>	<p><b>AC9E4LE05</b> create and edit literary texts by developing storylines, characters and settings</p>	<p><b>AC9E5LE05</b> create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p>	<p><b>AC9E6LE05</b> create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p>
<p><b>PLD Programs:</b> Pbr5, Mn5, Mc5</p>	<p><b>PLD Programs:</b> Mn68, Mc67, CCgn1, CCgn2</p>	<p><b>PLD Programs:</b> Mn68, Mc67, CCgn1, CCgn2</p>	<p><b>PLD Programs:</b> Mc8, Mn912, CCgn1, CCgn2</p>	<p><b>PLD Programs:</b> Mc8, Mn912, CCgn1, CCgn2</p>	<p><b>PLD Programs:</b> Mn912, CCgn1, CCgn2</p>	<p><b>PLD Programs:</b> Mn912, CCgn1, CCgn2</p>
<b>Literacy: Analysing, Interpreting &amp; Evaluating</b>						
<p><b>AC9EFLY04</b> read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge</p>	<p><b>AC9E1LY04</b> read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge</p>	<p><b>AC9E2LY04</b> read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting</p>	<p><b>AC9E3LY04</b> read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</p>	<p><b>AC9E4LY04</b> read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed</p>		
<p><b>PLD Reading Book Sets:</b> HRset1/2, SRmulti1/2, NFmulti2</p>	<p><b>PLD Reading Book Sets:</b> HRset3/4, SRmulti3/4, NFmulti3/4</p>	<p><b>PLD Programs:</b> Md1, Md2</p>	<p><b>PLD Programs:</b> Md3</p>	<p><b>PLD Programs:</b> Md4</p>		

Australian Curriculum (V9) Alignment With PLD's Programs *continued*

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Literacy: Creating Texts</b>						
<a href="#">AC9EFLY06</a> create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly	<a href="#">AC9E1LY06</a> create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words	<a href="#">AC9E2LY06</a> create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	<a href="#">AC9E3LY06</a> plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words	<a href="#">AC9E4LY06</a> plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	<a href="#">AC9E5LY06</a> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation	<a href="#">AC9E6LY06</a> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features
<b>PLD Programs:</b> Md1, Mfwa	<b>PLD Programs:</b> Md2, Mn68	<b>PLD Programs:</b> Md2, Mn68	<b>PLD Programs:</b> Md3, Mn912	<b>PLD Programs:</b> Md4, Mn912	<b>PLD Programs:</b> Md5, Mn912	<b>PLD Programs:</b> Md6, Mn912
<b>Literacy: Phonic &amp; Word Knowledge</b>						
<a href="#">AC9EFLY09</a> recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	<a href="#">AC9E1LY09</a> segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	<a href="#">AC9E2LY09</a> manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	<a href="#">AC9E3LY09</a> understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns	<a href="#">AC9E4LY09</a> understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes	<a href="#">AC9E5LY08</a> use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations	<a href="#">AC9E6LY08</a> use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words
<a href="#">AC9EFLY10</a> segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)		<a href="#">AC9E2LY10</a> use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words	<a href="#">AC9E3LY10</a> understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words	<a href="#">AC9E4LY10</a> understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words	<a href="#">AC9E5LY09</a> build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations	<a href="#">AC9E6LY09</a> use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words
<a href="#">AC9EFLY11</a> recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents	<a href="#">AC9E1LY11</a> use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	<a href="#">AC9E2LY11</a> use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words	<a href="#">AC9E3LY11</a> use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words	<a href="#">AC9E4LY11</a> read and write high frequency words including homophones and know how to use context to identify correct spelling	<a href="#">AC9E5LY10</a> explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word	
<a href="#">AC9EFLY12</a> write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	<a href="#">AC9E1LY12</a> understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	<a href="#">AC9E2LY12</a> build morphemic word families using knowledge of prefixes and suffixes	<a href="#">AC9E3LY12</a> recognise and know how to write most high frequency words including some homophones			
<a href="#">AC9EFLY13</a> use knowledge of letters and sounds to spell words	<a href="#">AC9E1LY13</a> spell one- and two-syllable words with common letter patterns					
	<a href="#">AC9E1LY15</a> recognise and know how to use grammatical morphemes to create word families					
<b>PLD Programs:</b> L2B1/2, L2S, CCpfa, CCal, Bsw1, CCfrw, CCfsw1/2, Mfwa	<b>PLD Programs:</b> SSpts1, SP1, Bsw1, Miff3, Md1	<b>PLD Programs:</b> SSpts3, Sp3, Md3	<b>PLD Programs:</b> SSpts3, Sp3, Md4	<b>PLD Programs:</b> SSpts5, Md5	<b>PLD Programs:</b> Md5, Mn912	<b>PLD Programs:</b> SSpts5, Md6