



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
Literature: Engaging with & Responding to Literature, Examining Literature, Creating Literature						
<p>AC9EFLE01 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>AC9E1LE01 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>AC9E2LE01 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>AC9E3LE01 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>AC9E4LE01 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>AC9E5LE01 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>AC9E6LE01 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>AC9EFLE02 respond to stories and share feelings and thoughts about their events and characters</p>	<p>AC9E1LE02 discuss literary texts and share responses by making connections with students' own experiences</p>	<p>AC9E2LE02 identify features of literary texts, such as characters and settings, and give reasons for personal preferences</p>	<p>AC9E3LE02 discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p>	<p>AC9E4LE02 describe the effects of text structures and language features in literary texts when responding to and sharing opinions</p>	<p>AC9E5LE02 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>AC9E6LE02 identify similarities and differences in literary texts on similar topics, themes or plots</p>
<p>AC9EFLE03 recognise different types of literary texts and identify features including events, characters, and beginnings and endings</p>	<p>AC9E1LE03 discuss plot, character and setting, which are features of stories</p>	<p>AC9E2LE03 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>AC9E3LE03 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>AC9E4LE03 discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions</p>	<p>AC9E5LE03 recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p>	<p>AC9E6LE03 identify and explain characteristics that define an authors individual style</p>
<p>AC9EFLE05 retell and adapt familiar literary texts through play, performance, images or writing</p>	<p>AC9E1LE05 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>AC9E2LE05 create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools</p>	<p>AC9E3LE05 create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>	<p>AC9E4LE05 create and edit literary texts by developing storylines, characters and settings</p>	<p>AC9E5LE05 create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p>	<p>AC9E6LE05 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>PLD Programs: Pbr5, Mn5, Mc5</p>	<p>PLD Programs: Mn68, Mc67, CCgn1, CCgn2</p>	<p>PLD Programs: Mn68, Mc67, CCgn1, CCgn2</p>	<p>PLD Programs: Mc8, Mn912, CCgn1, CCgn2</p>	<p>PLD Programs: Mc8, Mn912, CCgn1, CCgn2</p>	<p>PLD Programs: Mn912, CCgn1, CCgn2</p>	<p>PLD Programs: Mn912, CCgn1, CCgn2</p>
Literacy: Analysing, Interpreting & Evaluating						
<p>AC9EFLY04 read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge</p>	<p>AC9E1LY04 read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge</p>	<p>AC9E2LY04 read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting</p>	<p>AC9E3LY04 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>AC9E4LY04 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>PLD Reading Book Sets: HRset1/2, SRmulti1/2, NFmulti2</p>	<p>PLD Reading Book Sets: HRset3/4, SRmulti3/4, NFmulti3/4</p>	<p>PLD Programs: Md1, Md2</p>	<p>PLD Programs: Md3</p>	<p>PLD Programs: Md4</p>		

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

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy: Creating Texts						
AC9EFLY06 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	AC9E1LY06 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	AC9E2LY06 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	AC9E3LY06 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	AC9E4LY06 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	AC9E5LY06 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	AC9E6LY06 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
PLD Programs: Md1, Mfwa	PLD Programs: Md2, Mn68	PLD Programs: Md2, Mn68	PLD Programs: Md3, Mn912	PLD Programs: Md4, Mn912	PLD Programs: Md5, Mn912	PLD Programs: Md6, Mn912
Literacy: Phonic & Word Knowledge						
AC9EFLY09 recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	AC9E1LY09 segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	AC9E2LY09 manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	AC9E3LY09 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	AC9E4LY09 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	AC9E5LY08 use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations	AC9E6LY08 use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words
AC9EFLY10 segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)		AC9E2LY10 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	AC9E3LY10 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	AC9E4LY10 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	AC9E5LY09 build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations	AC9E6LY09 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
AC9EFLY11 recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents	AC9E1LY11 use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	AC9E2LY11 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	AC9E3LY11 use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words	AC9E4LY11 read and write high frequency words including homophones and know how to use context to identify correct spelling	AC9E5LY10 explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word	
AC9EFLY12 write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	AC9E1LY12 understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	AC9E2LY12 build morphemic word families using knowledge of prefixes and suffixes	AC9E3LY12 recognise and know how to write most high frequency words including some homophones			
AC9EFLY13 use knowledge of letters and sounds to spell words	AC9E1LY13 spell one- and two-syllable words with common letter patterns					
	AC9E1LY15 recognise and know how to use grammatical morphemes to create word families					
PLD Programs: L2B1/2, L2S, CCpfa, CCal, Bsw1, CCfrw, CCfsw1/2, Mfwa	PLD Programs: SSpts1, SP1, Bsw1, Miff3, Md1	PLD Programs: SSpts3, Sp3, Md3	PLD Programs: SSpts3, Sp3, Md4	PLD Programs: SSpts5, Md5	PLD Programs: Md5, Mn912	PLD Programs: SSpts5, Md6