



Early Years

Kindergarten (WA, QLD, SA, TAS)
Preschool (ACT, NT, NSW, VIC)

Semester 1 Parent Education Sheets and Downloads



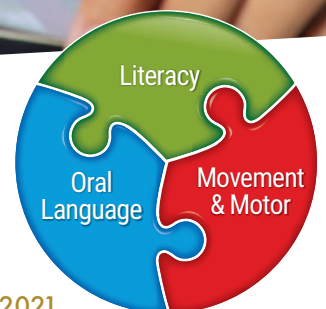
Developmental
Milestone
Guides

Parent
Education
Videos

2023 Version



PRIMARY
PUBLISHER
OF THE YEAR
2018, 2019, 2020, 2021



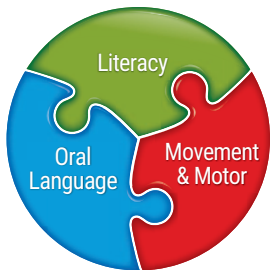
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Home & School Working Together

This booklet outlines key information to be provided to parents, caregivers and the wider community within semester one. Children benefit when home and school work together. To support this, PLD offers an extensive range of parent milestone information sheets and videos. These resources are ideal to be disseminated to parents and the wider community through newsletters, websites and general communication.

- The BLUE sheets have been written by speech pathologists.
- The RED sheets have been written by occupational therapists.
- The GREEN sheets have been written by educators.



PLD's circular graphic can be useful for explaining to parents that academic success is dependent on developing the interlocking sets of skills: **Literacy**, **Oral Language** and **Movement & Motor**.

Over the full school year, children will develop pre-literacy skills, their vocabulary will grow along with their ability to express themselves and follow instructions and their fine and gross motor skills will improve in preparation for writing and participation within the curriculum.

What to do if You're Concerned About a Child's Development?

Children need time to settle into the new educational setting. However, if beyond Term 1 children are operating below their age-matched peers, it is recommended that home and school work together to access support services in order to cater for the learning needs of the child. Research clearly states that the earlier intervention commences, the better the outcomes for the child. If children have difficulties within the oral language or pre-literacy realm, consult a Speech Pathologist. If children have difficulties relating to movement and motor skills, consult an Occupational Therapist. **PLD no longer operates a clinic and are unable to provide advice or recommendations for individual children.**

Parent Education Videos

PLD's Early Years parent education playlist contains many videos. These short 5-10 minute videos are designed to assist parents and caregivers in understanding the programs that are being taught in the classroom. View the full Early Years Parent Education Playlist: <https://www.pld-literacy.org/ey-parent-playlist>



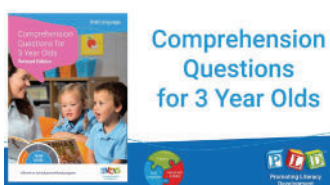
<https://youtu.be/rgOdZdwOLC4>
Giving children the best start for literacy; speaking & listening skills



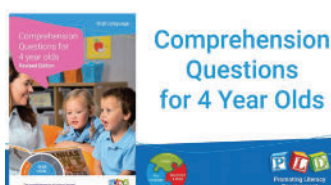
<https://youtu.be/tuoAXDb2Nww>
4 Year Olds Speaking & Listening Milestones



<https://youtu.be/2vzNbo9sbYo>
3 Year Olds Speaking & Listening Milestones



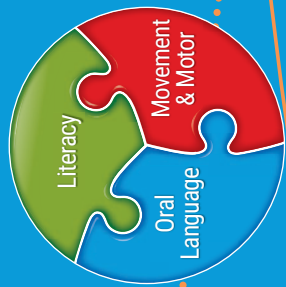
https://youtu.be/E_S15Emgp3Q
Comprehension Questions for 3 Year Olds



<https://youtu.be/P660sftzj28>
Comprehension Questions for 4 Year Olds



<https://youtu.be/MxqXlkzZkKQ>
Developing 'good' listening behaviours



Key Area: Oral Language

Speech Sound Development



NOTE: Under each age range are examples of speech errors that should not be present by the listed age.

PLD's speech screening tool can be viewed by searching the code Ssd on www.pld-literacy.org
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"I should be able to say..."

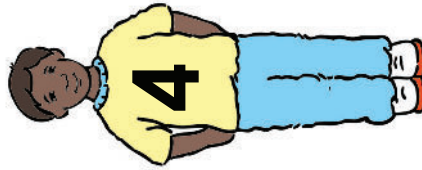
p, b, m, n,
w, n, g,
k, d, t, ng,
h, y



by 3 years

"do away"
(go away)
"tat"
(cat)
"my du"
(my duck)

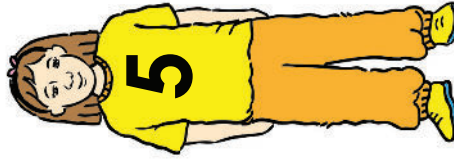
f, l,
sh, ch



by 4 years

"I have a tish"
(I have a fish)
"I want tips"
(I want chips)
"a wion"
(a lion)

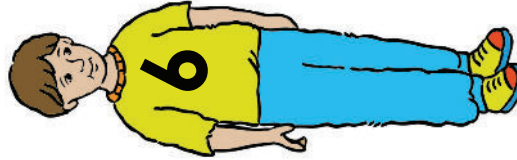
z, r,
j, s



by 5 years

"I can dump"
(I can jump)
"to the doo"
(to the zoo)
"dope"
(soap)

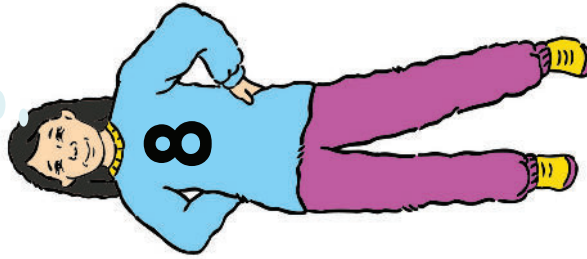
v,
consonant
blends
eg: bl, tr, sk,
st, sp, pl



by 6 years

"berry big"
(very big)
"poon and fork"
(spoon and fork)
"a twuck"
(a truck)

th (voiced)
eg: this
th (voiceless)
eg: teeth

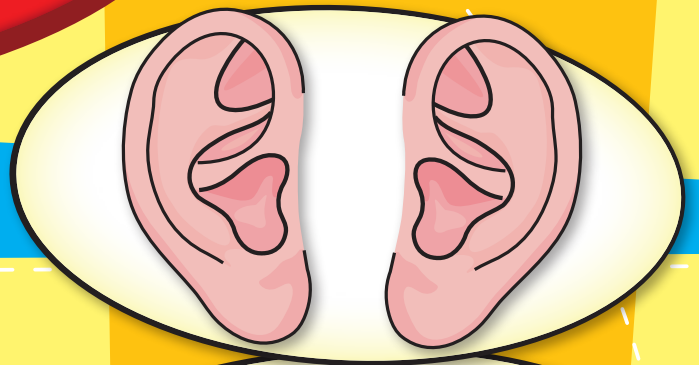


by 8 years

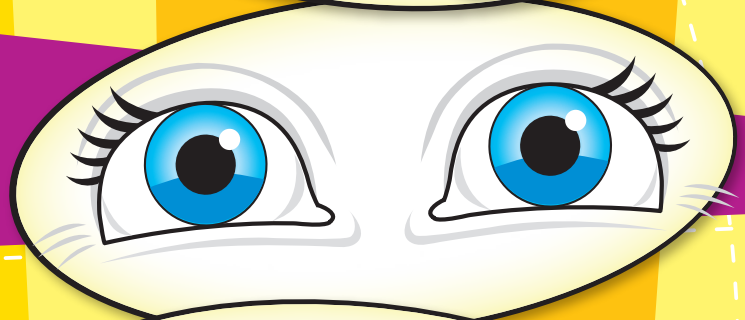
"the right fing"
(the right thing)
"get dem"
(get them)
"finking"
(thinking)

Listen

with your ears



by looking at the person speaking



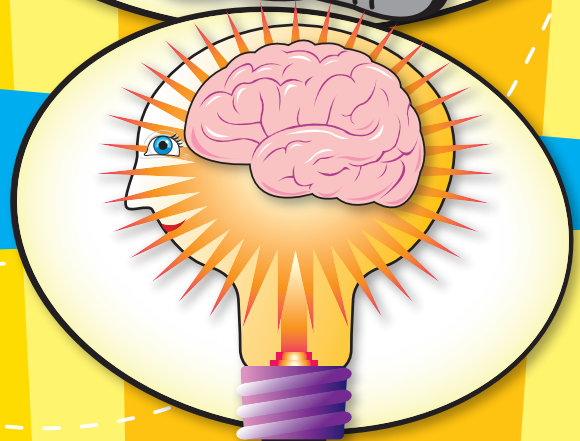
with a closed mouth



with your hands and body still

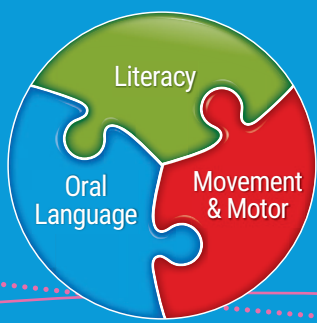


with your brain turned on



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ISBN 978-1-921560-40-8
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Key Area: Oral Language

Now that I am 3 years old... I should be able to:

Speech and Language Developmental Milestones



Tips for Home

- Talk about experiences and places before you go, while you are there and when you get home.
- Look at your child when they talk to you.
- Let them do things for themselves but be there to guide them if they get frustrated.
- Give them opportunities to play with other children.

Causes for Concern

- Your child is frustrated when trying to talk.
- They have a very short attention span.
- They are still using sentences of only two words.
- They do not seem to understand what others say.
- Your child does not look at others when talking.
- They stutter or their words seem to get stuck when they talk.

Should you have any concerns about your child's development, consult a Speech Pathologist.



Understanding/Listening

- Follow complex instructions, eg: "Find the cup and put it in the red bucket."
- Understand what objects are used for, eg: "Show me something that we can eat."
- Understand simple 'wh' questions, eg: "What is this?" or "Where's dolly?"
- Understand basic concepts of size (big/small), position (in/on/under) and shapes (circle/square).
- Identify parts of objects, eg: wheels on a car or legs on a dog.

Speaking

- Use verbal language as my main means of communicating. I still use pointing and gestures as well.
- Understand yes/no questions.
- Ask 'why' questions.
- Be understood by my family members and others when I speak.
- I enjoy reading books to others and telling stories.
- Say my full name, eg: John Smith.
- Count to three.
- Use 'I', 'he', 'she', 'we' when talking about myself and others.
- Use 's' at the end of words when talking about more than one item, eg: 'two dogs'.
- Talk about events that have occurred or are going to occur.

Play and Social Skills

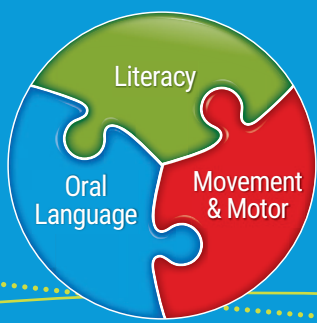
- Have favourite books, TV programmes and toys.
- Demonstrate imaginative play. I like dressing up.
- Role play what I see others doing, eg: washing up or driving a car.

Pre-Literacy

Start to notice and focus on print, eg: I start to show an interest in signs/ labels, may recognize books by their title, look at books from front to back and left to right.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc3, AR35, 10m4, Pbr4, Sem4 on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Key Area: Oral Language

Now that I am 4 years old... I should be able to:

Speech and Language Developmental Milestones



Tips for Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in books.
- Talk about past, present and future events with your child.
- Talk about what you are doing and ask your child to retell what you did together.
- Plan and rehearse your child's news before the school news telling day.

Causes for Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or a simple story even with support.
- Difficulty following instructions.
- Difficulty understanding simple 'who', 'what' and 'where' questions.
- Child's speech is difficult to understand.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.



Understanding/Listening

- Follow two-step unrelated instructions, eg: "Get your bag and put your shoes on."
- Follow instructions with up to six key words, eg: "Put the black box and the keys under Daddy's chair."
- Understand words such as 'yesterday' and 'tomorrow.'
- Understand why and when.
- Know colours, some numbers and shapes.

Speaking

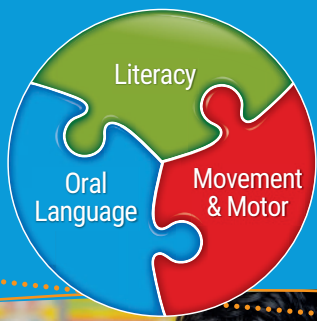
- 4 year olds should be verbal with a spoken vocabulary of 1000-1500 words.
- Speak intelligibly with a few speech immaturities remaining.
- Tell news with support.
- Use basic adult-like grammar.
- Ask 'what', 'where' and 'why' questions.
- Tell a long story, sing songs and retell familiar picture books.
- Use future and past tense.
- Use 'and', 'then', 'because' and 'but' in sentences.

Play and Social Skills

- Make friends.
- Use imaginary play.
- Play simple games with rules.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.
- Enjoy social communication with a variety of people.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc4, AR35, 10m4, Pbr4, Sem4 on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Key Area: Oral Language

Recommended Picture Books for 3 Year Olds



Please Note: At the time of print, all books on the booklist were in print. Due to the nature of book publishing, sometimes books go out of print. PLD takes no responsibility for book availability.

	Book Title	Author
Ideal for Basic Concepts	Elmer's Opposites	David McKee
	My Pet	Jeanette Rowe
	My New Baby	
	Spot Can Count	
	Spot Goes to the Beach	Eric Hill
	Spot Goes to the Circus	
	Spot Goes to School	
	That's Not My Mermaid	
	That's Not My Puppy	Usborne Touchy Feely Books
	That's Not My Teddy	
	That's Not My Tractor	
	Where is the Green Sheep?	
	Where's Spot?	
	Whose Tail?	Jeanette Rowe
Whose Teeth?	Jeanette Rowe	
Ideal for Narrative	It's Me, Parsnip	Sue Porter
	The Very Hungry Caterpillar	Eric Carle
	Who Sank The Boat?	Pamela Allen
Ideal for Phonemic Awareness	Brown Bear, Brown Bear, What do you See?	Bill Martin Jr. and Eric Carle
	Do You Want To Be My Friend?	Eric Carle
	From Head to Toe	
	I Went Walking	Sue Machin
	Let's Go Visiting	Sue Williams
	Roar!	Alison Lester
	We're Going on A Bear Hunt	Michael Rosen
Ideal for Vocabulary Enrichment	ABC Zoo	Rod Campbell
	Celeste Sails to Spain	Alison Lester
	Clive Eats Alligators	
	Dear Zoo	Rod Campbell
	I like books	Anthony Browne
	I'm Not Scary	Rod Campbell
	Imagine	Alison Lester
	I Won't Bite	Rod Campbell
	Oh Dear	
	Rosie Sips Spiders	Alison Lester

Points to remember when choosing a book.

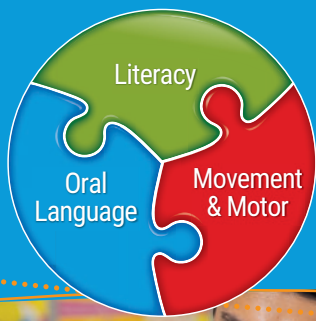
- Short stories or sequences.
- Simple repetitious sentences and repetitious events.
- Short stories that can be memorised and retold.
- Often stories have no introduction or conclusion.

The books in this guide are age-appropriate recommendations only and do not align with specific PLD programs.

If you are seeking a list of picture books related to a specific PLD program, we recommend that you purchase the PLD program to access the picture books referenced in the program.

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Key Area: Oral Language

Recommended Picture Books for 4 Year Olds



Please Note: At the time of print, all books on the booklist were in print. Due to the nature of book publishing, sometimes books go out of print. PLD takes no responsibility for book availability.

Points to remember when choosing a book.

- Short stories or sequences.
- Simple repetitious sentences and repetitious events.
- Short stories.
- Most stories contain an introduction and a conclusion.

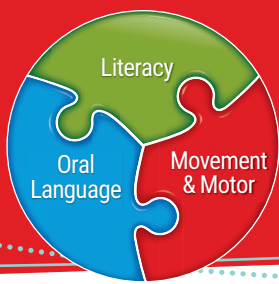
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Ideal for Narrative Retell Tasks

	Book Title	Author
Ideal for Narrative Retell Tasks	All By Myself	Aliki
	Bear Hunt	Anthony Browne
	Come Out And Play Little Mouse	Robert Kraus
	Gossie And Gertie	Olivier Dunrea
	Grandpa And Thomas	Pamela Allen
	Hattie And The Fox	Mem Fox
	How Do Dinosaurs Say Goodnight	Jane Yolen and Mark Teague
	Monster Cake	Damian Harvey
	Mr Gumpy's Motor Car	John Burningham
	Mr Gumpy's Outing	
	Ollie	Olivier Dunrea
	Peedie	
	Possum Goes To School	Melanie Carter
	Possum In The House	Kiersten Jensen
	Rosie's Walk	Pat Hutchins
	Ruff! Ruff! Where's Scruff?	Sarah Weeks
	A Sausage Went For A Walk	Ellisha Majid
	Say Hello To The Baby Animals	Ian Whybrow and Ed Eaves
	Silly Suzy Goose	Petr Horacek
	Snap Went Chester	Tania Cox and David Miller
The Hungry Frog	Peter Tovey	
The Magic Hat	Mem Fox	
The Very Hungry Caterpillar	Eric Carle	
Time For Bed	Mem Fox	
Where's Dummy?	Kate Simpson	
Who's Making That Mess?	Philip Hawthorn and Jenny Tyler	
Who Sank The Boat?	Pamela Allen	
Ideal for Narrative Generation Tasks	Are You Hungry?	Collins Big Cat Series – Lilac Band
	Cat and Dog	
	Get The Fruit	
	How To Make A Scarecrow	
	The Big Turnip	Anthony Browne
	Sunshine	Jan Ormerod
	Moonlight	
	Hug	Jez Alborough
Tall		
Yes		



Key Area: Movement and Motor

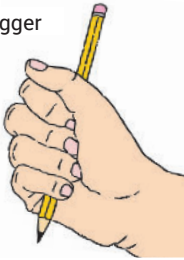
The Development of Appropriate Pencil Grip



When children first begin to draw using crayons, pencils or brushes they use a dagger grasp. In a natural developmental sequence they will hold the writing implement in a variety of grasps until they settle on a functional tripod grip for handwriting. The developmental sequence is a result of neurological and physical growth in the child.

As we look below at the development of different grasps and drawing skills, we can observe that there is a natural progression as the child's fine motor skills develop. The complexity of the drawing skills increases as the child develops more control over the pencil or crayon in his or her hand. [See the following pages for more information.](#)

Dagger



12 Months to 2 Years

- Development of fine pinch grip and precise release of small objects
- Both hands develop skilled function and work together
- Crayon is held initially in the palm (*Palmar Supinate or Dagger grasp pictured right*)
- Movement mainly occurs from the shoulder, the arm and hand move as a unit
- Makes marks on the paper with a crayon
- Vigorous scribble in imitation
- Scribbles spontaneously
- Draws a stroke then obliterates by scribbling
- Imitates drawing a vertical line

Pronate



2 Years To 3 Years

- Crayon or tools may be held across all fingers, with the palm facing down. Digital Pronate grasp (*pictured right*) movement mainly occurs at the elbow, the forearm and hand move as a unit
- Imitates drawing a circle
- Copies a horizontal line
- Copies a vertical line
- Draws two or more strokes when attempting to copy a cross

Quadropod



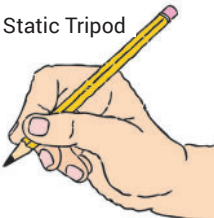
3 Years To 4 Years

- The fingers (often all four) are held on the pencil shaft opposite the thumb. Quadropod grasp (*pictured top right*). Movement can occur from the wrist, the hand moves as a unit with the fingers static. Static Tripod grasp (*pictured bottom right*). Adjustments to the pencil are made with the opposite hand (3½ - 4 years)
- Copies a circle
- Imitates a horizontal cross
- Imitates a zig zag line
- Joins two dots
- Draws a diagonal stroke by following a continuous dotted line
- Traces over a diamond shape (rounded corners)
- Draws a man with a head and one other body part e.g. arms, legs
- Traces and stays on most of the time on a 7cm wide horizontal line

Static Tripod



Static Tripod

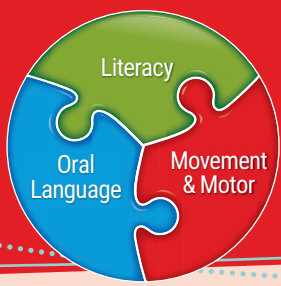


4 Years To 6 Years

- Child developing ability to manipulate objects between the fingers and palm and rotate objects with the fingers.
- Uses a *Static Tripod grasp* (*pictured right*) of a pencil consistently
- Developing fine control to manipulate a pencil
- The thumb, index and middle fingers work as a unit for precise control of the pencil, the ring and little fingers provide support. Horizontal movement across the page occurs at the wrist, elbow and shoulder (4½ to 6 years)
- Copies a diagonal line, square, diagonal cross, circle and triangle
- Draws a man with a head, arms and legs
- Colours in a simple picture staying mainly within the lines (no more than 0.6 cm)
- Draws a man with a head, trunk, arms, legs, feet and three facial features
- Connects a series of dots to make a simple drawing

PLD's programs that develop the above skills can be viewed by searching the codes: Mpw, WBpw, Ppw, Mhu4, Mprd, Mlff/Mlfc, DSPPf/DSPPc, DSY1f/DSY1c on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Key Area: Movement and Motor

The Development of Appropriate Pencil Grip



It is suggested that it is much easier to introduce and reinforce the proper way to hold a pencil than to try and change an inefficient one later in school life where the child has grown accustomed to using it for several years. It is felt that handwriting difficulties could be avoided in later years if there is an early emphasis on strong fine motor skills, learning how to hold a pencil and regular practice on how to use it.

The goal of a proper pencil grip is that it is stable, comfortable and is able to be moved with the smaller muscles of the fingers rather than the whole hand. One important feature of this type of grip is an open and rounded web space, the space formed by the thumb and index finger. It is much harder to move a pencil with finger movements if that is closed.

There are a number of ways to encourage the right grip. One idea is as follows:

Make ok sign with the fingers. Place the pencil between the thumb and index fingers and then drop the middle, ring and little fingers under the pencil. The last joint of the middle finger sits next to the index finger so that it can support the underside of the pencil.

Children can be reminded to hold their pencil with their 'ok' fingers.

Alternatively, the pinch action of the index finger and thumb, with the middle, ring and little fingers tucked into the palm mimics the action of a bird's pecking beak. Children can be reminded to make the bird's beak and hold their pencil.

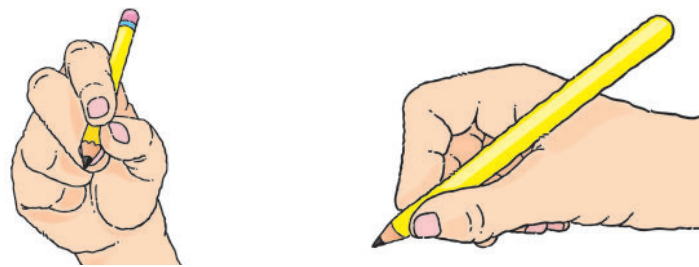
Sometimes children find it hard to keep their middle, ring or little fingers tucked into their palm, often they climb onto the pencil shaft too. Children can try holding a small marble or wishing stone in the palm of their hand as they write to help them maintain the right grip. There are also a large number of commercially available pencil grips that help children hold their pencils correctly as they begin to write.

Another useful activity to practise the right grip, is too use extremely short pencils to encourage the child to use their finger tips rather than the whole hand. The shaft of the pencil should rest gently in the webspace. Children can check to see if their pencil is 'lying back on its pillow.'

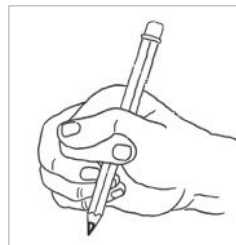
What Is A GOOD Pencil Grip?

- The pencil shaft is held between the pads of the index finger and thumb of the dominant hand.
- The middle finger sits alongside the index finger supporting the pencil.
- The ring and little fingers curl gently into the palm.
- There is an open, fairly circular web space formed by the thumb and index finger. This is where the pencil shaft will rest.
- Sometimes the pad of the middle finger is on the pencil too, this is acceptable if the web space remains open.

See the following pages for more information.



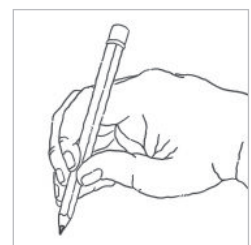
What Is NOT A GOOD Pencil Grip?



Thump Wrap



Thumb Tuck



Supinate



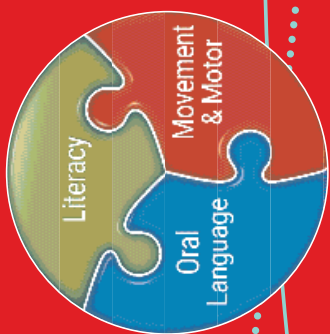
Transpalmar



Interdigital Brace



Index Grip



Key Area: Movement and Motor Skills

The Development Cutting Skills



Developmental Norms For Children Learning To Cut With Scissors

At age 2 - 2½ years...

- Child is able to open and shut scissors with two hands.
- Child is able to snip paper. Child holds the scissors in one hand (a dominant hand is not likely established at this stage). The paper may be held by an adult.

At age 3 - 4 years...

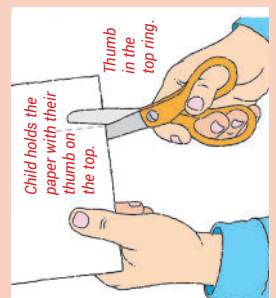
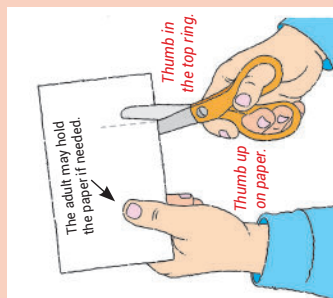
- Child is able to cut a 10cm piece of paper in approximate halves. No line is placed on the paper.
- Child is able to cut along a 10cm straight line. Their cut line should not be wider than 1.7cm.

At age 5 - 6 years...

- Child is able to cut around corners (with wide angles) while staying within a line that is 0.6cm wide.
- Child is able to cut along curves while staying within a line that is 0.6cm wide.
- The child is also able to manoeuvre their non-cutting hand to support the cutting.
- Child requires frequent practise to consolidate their cutting skills.

At age 4 - 5 years...

- Child is able to cut along a curved line. Their cut line should not be wider than 1cm.
- Child is able to cut out a range of squares (and with sides measuring as small as 8cm). Their cut line should not be wider than 1cm.
- Child is able to cut out a range of triangles (and with sides measuring as small as 8cm). Their cut line should not be wider than 1cm.
- Child is able to cut out a range of circles (and with diameters measuring as small as 12cm). Their cut line should not be wider than 1cm.
- Child is able to cut out a range of large, simple shapes while staying within a line that is 0.6cm wide.



A Note About Hand Dominance

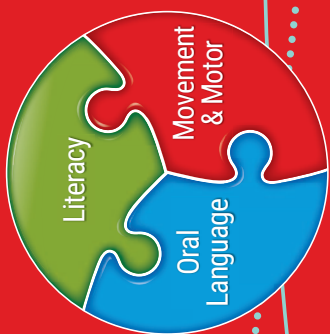
Research suggests that the majority of children show a dominant hand preference by 3 years and most by school age, however some actually establish dominance as late as 8 or 9 years old. Making a preference is important as it allows the child to develop skills and endurance with that hand. If a child has not yet made a preference, it is suggested that the child be encouraged to participate in activities:

- that involve crossing the midline,
- that use both hands together,
- where both hands are active and
- where one hand does the work and the other one assists.

Don't try to choose the dominant hand but observe which hand is used the most often or is more skilful. It may also be helpful to refer the child to an Occupational Therapist for an assessment prior to commencing year one.



PLD's programs that develop the above skills can be viewed by searching the codes: Mcs123, Mcs4 on www.pld-literacy.org mail@pld-literacy.org Phone: (08) 9227 0846
This information sheet can be downloaded and distributed for free providing PLD's logo and contact details are not removed. © PLD Organisation Pty. Ltd.



Key Area: Movement and Motor Getting Ready for Writing



Throughout the early years, children are encouraged to participate in a range of fine motor activities that develop:

- their manipulative skills
- a dominant hand
- the ability to use both hands together

In conjunction with the above motor activities, introducing pre-writing patterns aids the smooth transition to writing alphabet letters.

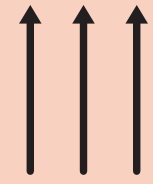
Pre-writing Patterns presents a simple, systematic and fun approach for teaching the foundation skills that are necessary for fluent handwriting. It outlines six basic movements that are essential for children to learn the pre-writing patterns used to make pictures and then combined to make letters and numbers.

It is through the systematic rehearsal of a movement (with eyes closed and eyes open) that a child is able to develop a kinaesthetic memory. We can think of this as an internal memory that allows the child's actions (when making patterns) to be automatic.

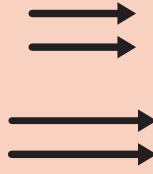
Sideways, sideways, left to right	
Tall lines and short lines	
Zig zags	
Circles, drawn forwards and backwards	
Down and unders/ Down, back and unders	
Up and overs	

Six basic patterns form the basis of all alphabet letters.

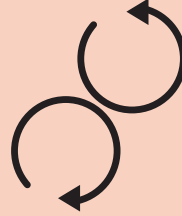
The patterns below combine to make letters.



Sideways, sideways, left to right



Tall lines and short lines



Circles, drawn forwards and backwards



Zig zags



Down and unders/
Down, back and unders



Up and overs

Now that I am 4 years old...

I should be able to:



Tips for Home

- Encourage your child to undress and dress independently. Help only in the parts they have difficulty with.
- At mealtimes encourage your child to eat their meal independently. Prepare to get messy!
- Provide a range of manipulative activities, eg: play dough, drawing, cutting, gluing, puzzles, beads and pegboards.
- Build some outside playtime into your day, use your local parks or your backyard to run, climb, swing, jump and play ball.
- Join in activities with your child. It is more fun to play together.

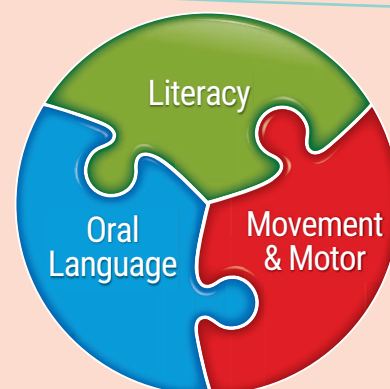
Causes For Concern

- Avoids or has difficulty with hand activities, eg: drawing, puzzles or scissor use.
- Has difficulty with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet themselves.
- Avoids or dislikes equipment that is fast moving or off the ground, eg: swings, roundabouts.
- Has difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's development, consult an Occupational Therapist.

Use My Body

- To pedal a small trike
- Run around
- Climb up stairs
- Kick, catch and throw a large ball
- Balance on each foot for a moment
- Stand on tip toe
- Jump with both feet
- Sway and march to music
- Begin to hop on one foot



Use My Hands

- To do simple finger actions to songs
- Build with construction toys
- Hold my pencil with my thumb and fingers and draw simple lines
- Manipulate large buttons
- String beads onto a shoelace
- Complete simple puzzles
- Use scissors to make simple cuts

Make Sense of the World

- Recognise up to five colours
- Show my age using my fingers
- Count five objects aloud
- Put two halves of a picture together
- Understand hot and cold
- Start to remember details on a picture
- Start to sort real objects

PLD's programs that develop the above skills can be viewed by searching the codes: Mhu4, Mcs123, Mpw, WBpw, Ppw, Mlff/Mlfc, DSPPf/DSPPc on

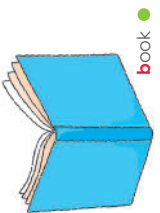
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apple

a



book

b



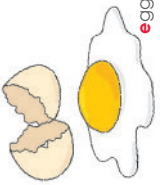
car

c



dig

d



egg

e



five

f



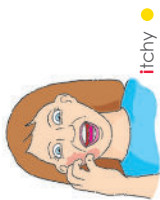
glasses

g



hot

h



itchy

i



jet

j



kangaroo

k



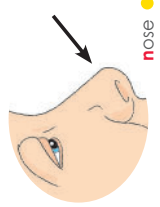
lips

l



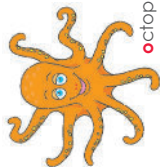
mix

m



nose

n



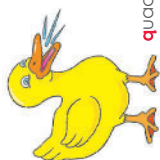
octopus

o



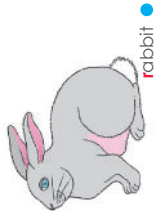
pop

p



quack

q



rabbit

r



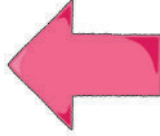
snake

s



tiger

t



up

u



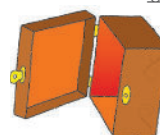
violin

v



wind

w



box

x



yell

y

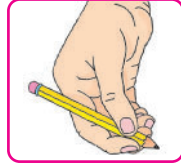


zip

z



Correct Pencil Grip



Concentrate on the recognition and formation of letters. The recommended order of letter presentation is marked with yellow dots, blue dots, green dots and then red dots.

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DEPI



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