

Year 1 & 2

Parent Education Sheets and Downloads



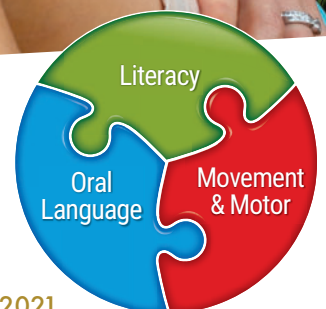
Developmental
Milestone
Guides

Parent
Education
Videos

2023 Version



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



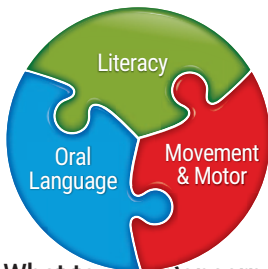
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Home & School Working Together

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 further develop their literacy skills. Their vocabulary will grow along with their ability to express themselves with increasingly complex sentences and instructions. Their writing skills should become increasingly refined and efficient.

What to do if Concerned About a Student's Development?

If students are operating below their year level 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 early intervention results in better 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 students.**

Parent Education Videos

PLD's Year 1 & 2 parent education playlist contains many videos. These short 5-10 minute videos are designed to assist parents and caregivers in understanding the programs which are being taught in the classroom. View the full Year 1 & 2 Parent Education Playlist: <https://www.pld-literacy.org/jp-parent-playlist>



6 Year Old Speech and Language Skills
https://youtu.be/T_cede9km7l



7 Year Old Speech and Language Skills
https://youtu.be/_hWMS7CGCnw



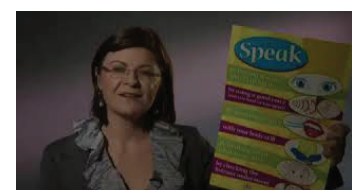
Comprehension Questions for 6 & 7 Year Olds
<https://youtu.be/zLrEag11ZDM>



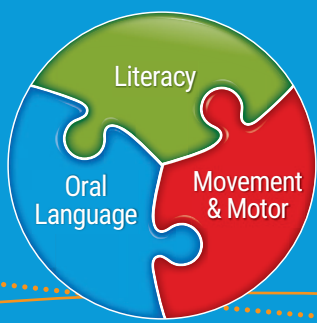
Junior Primary School Spelling
<https://youtu.be/FULAvyrByow>



6, 7 & 8 Year Old Narrative Skills
<https://youtu.be/sJAClqmiS8>



What are good speaking behaviours?
<https://youtu.be/7LAXj6d2ZCo>



Key Area: Oral Language

Now that I am 6 years old... I should be able to:

Speech and Language Developmental Milestones



Tips for Home

- Encourage your child to retell you their school reader without reading the words, but remembering what happened.
- Ask your child to tell you what they did at school.
- Encourage your child to ask you when they don't know the meaning of a word.
- Talk a lot about events that have happened giving detail and emphasise the sequence of events.

Causes for Concern

- Your child uses very short sentences.
- Your child makes regular grammatical errors such as when talking about the things that have already happened eg. I runned...
- Difficulty expressing themselves so that others understand their story.
- Child's speech is difficult to understand.
- Does not sit and happily listen to a story.
- Has trouble following instructions and regularly forgets what they were asked to do.

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



Understanding/Listening

- Listen to lengthy picture books.
- Sit and focus in a class-based mat discussion.
- Follow a series of instructions independently.
- Listen to a story without a visual aid.

Speaking

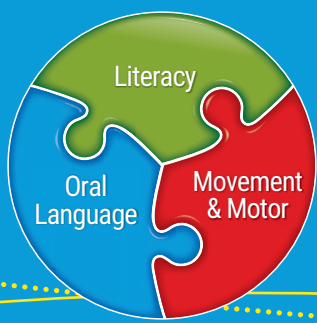
- 6 year olds should be independent communicators with adult-like grammar and a spoken vocabulary of over 2500 words.
- Speak with no articulation or speech sound errors.
- Use language which contains few or no grammatical errors.
- Ask complex questions to find out information.
- Provide detailed answers to questions about the things they have done.
- Explain reasons for things happening.
- Retell a story without the need for someone to prompt them along the way.
- Independently generate ideas and sentences for assigned written tasks.
- Tell detailed news without assistance.

Play and Social Skills

- Keep themselves occupied alone on a task or activity for 20 - 30 minutes.
- Play fairly in complex games with rules.
- Talk easily with familiar people.
- Be able to maintain a conversation with someone about a topic for at least 5 turns in the conversation.
- Use words to explain emotions such as anger, sadness and anxiety rather than physical actions.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc6, Mn68, CCgn1, CCgn2 on www.pld-literacy.org
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Key Area: Oral Language

Now that I am 7 years old... I should be able to:

Speech and Language Developmental Milestones



Tips for Home

- Encourage your child to ring their grandparents or good friends and tell them about events that have occurred.
- Encourage your child to retell you their school reader without reading the words, but remembering what happened.
- Ask your child to tell you what they did at school.
- Encourage your child to ask you when they don't know the meaning of a word.
- Talk a lot about events that have happened, giving detail and emphasise the sequence of events.

Causes for Concern

- Your child uses very short sentences.
- Your child makes regular grammatical errors such as when talking about the things that have already happened eg. I runned...
- Difficulty expressing themselves so that others understand their story.
- Child's speech contains articulation errors.
- Does not sit and happily listen to a story.
- Has trouble following instructions and regularly forgetting what they were asked to do.
- Finds it very difficult to have a conversation with an adult and needs constant prompting.

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



Understanding/Listening

- Sit and listen to a chapter of a story book that has no illustrations.
- Show interest and be engaged for a long class-based mat session.
- Follow a series of complex instructions independently over a period of time.
- Show interest and focus when an adult is explaining rules or information to a group of people.

Speaking

- 7 year olds should be independent communicators with adult-like grammar and a spoken vocabulary of over 3000 words.
- Speak with no articulation or speech sound errors.
- Use language which contains few or no grammatical errors.
- Provide very detailed answers to questions about things I have done.
- Easily explain reasons for things happening.
- Retell a story without the need for someone to prompt me along the way.
- Generate ideas and sentences that can be translated into written tasks without prompting.
- Tell event based news that is clear and detailed without any prompting.

Play and Social Skills

- Make up complex games and communicate with their peers to play the game.
- Enjoy conversations with adults and children and be able to maintain a conversation with someone about a topic that has not been chosen for them.
- Use words to explain emotions such as anger, sadness and anxiety rather than physical actions.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc6, Mn68, CCgn1, CCgn2 on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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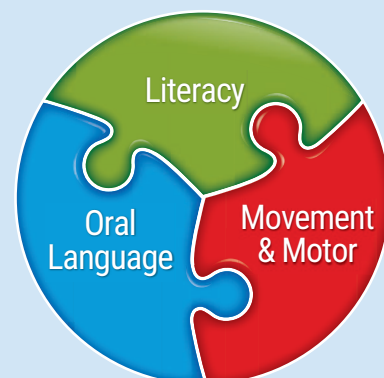
Oral News Telling and Narrative Retelling

When to refer to a Speech Pathologist?

The production of news and narratives is more cognitively and linguistically demanding than the participation in a conversation. In a conversation, speakers have support of partners to organise and maintain the discourse. When newstelling and narrating, speakers **MUST** independently organise and maintain extended discourse.

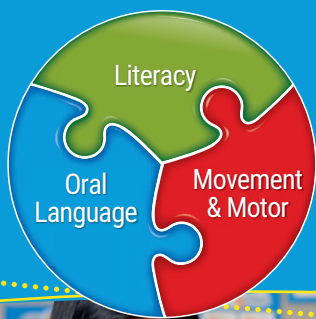
Observations Which Constitute A Potential Speech Pathology Referral

- A child needs continual support to structure the news and/or story.
- The child finds the task cognitively demanding.
- A child's speech is hesitant, filled with pauses and incomplete sentences. (The child may show visible frustration from limited expressive language ability.)
- A child fails to provide the listener with specific information. (E.g. forgetting to explain the people or character's actions.)
- A child has difficulty sequencing or ordering events correctly.
- A child does not specifically name characters or people. (and instead uses general terms of reference such as it, he, they ...).
- A child's vocabulary lacks variety or when the child is unable to apply appropriate vocabulary.
- Towards the end of pre-primary a child overuses "and" and "and then" to join sentences. A child should also be using more complex joining words such as next, last, so, but, ...
- Grammatical and tense errors are present in the child's language.



PLD's programs that develop the above skills can be viewed by searching the codes: AR35, Mn4, Mn5, Mn68, Mn912, CCgn1, CCgn2, CCn68, CCn912 available from www.pld-literacy.org
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Key Area: Oral Language

Recommended Picture Books for 6 - 8 Year Olds



Points to remember when choosing a book.

- The themes in the stories are relatively simple.
- Stories contain the full story structure.
- Stories are longer.
- Repetition is still evident in the texts.

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.

Ideal for Narrative Retell Tasks

Book Title	Author
Albert Le Blanc	Nick Butterworth
Alexander's Outing	Pamela Allen
Annie's Chair	Deborah Niland
Arthur	Amanda Graham
Belinda	Pamela Allen
Blossom Possum	Gina Newton
Chatterbox	Margaret Wild
Cuddley Dudley	Jez Alborough
Cuthbert's Babies	Pamela Allen
Edward The Emu	Sheena Knowles
Ella Kazoo Will Not Brush Her Hair	Lee Fox and Cathy Wilcox
Farmer Duck	Martin Waddell
Harry The Dirty Dog	Gene Zion
Herbert and Harry	Pamela Allen
Inside Mary Elizabeth's House	Pamela Allen
John Brown, Rose and the Midnight Cat	Jenny Wagner
Knuffle Bunny	Mo Willems
Little White Dogs Can't Jump	Bruce Whatley
Louisa May Pickett's Best Show and Tell Ever <i>* Note – This book is also known as Louisa May Pickett – the most boring kid in the class</i>	Rod Clement
Mr McGee	Pamela Allen
Mr McGee And The Big Bag of Bread	Pamela Allen
Mutt Dog	Stephen Michael King
My Cat Maisie	Pamela Allen
No Roses For Harry	Gene Zion
Pearl Barley and Charlie Parsley	Aaron Blabey
Pete The Sheep	Jackie French
Pog	Lyn Lee
Possum Magic	Mem Fox
Reggie, Queen Of The Street	Andrew McLean
Snap	Damian Harvey
The Pear In The Pear Tree	Pamela Allen
The Potato People	Pamela Allen
The Rainbow Fish	Marcus Pfister
The Story Of The Mole Who Knew It Was None Of His Business	Werner Holzwarth
The Tiger Who Came To Tea	Judith Kerr
Too Loud Lily	Sofia Laguna
Too Many Pears!	Jackie French
Where's Stripty	Wendy Binks
Wombat Divine	Mem Fox

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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Event Recount

Junior
Primary

When?



Who?



What?



Where?



Why?



1st

First
To begin
To start
Initially

2nd

After that
Next
Second

3rd

At the end
Last
Finally
To conclude

Feelings &
Thoughts
Because / So



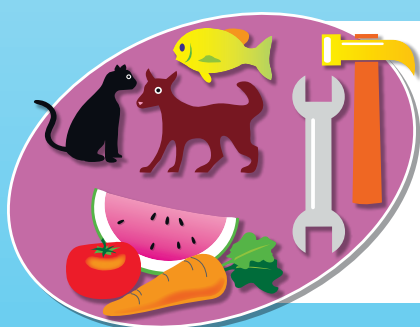
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Descriptions



What?

I am describing
I have selected



Category?

It is a type of ...
It belongs ...



Features?

The important
parts include...



Made of?



Found?

It is often
found...



Use?



Fact or piece of information?

Three Step Activity Recounts

Junior Primary



When?
Who?
Where?

What?

Make/
Going to
make?



What?

Made/
Did?

Going to
use?/
Will use?



Used?

For retells before the activity occurs.

For retells after the activity has occurred.

1st

Firstly...
To start with...
To begin...
Initially...

2nd

Next...
Second...
After that...

3rd

Finally...
Lastly...
At the end...

Narratives

Junior
Primary



Beginning

When?



Who?



What?



Where?



Problem



Feelings & Thoughts

Because / So



1st
event

2nd
event

3rd
event



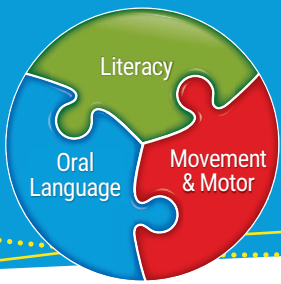
Ending



Feelings & Thoughts

Because / So





Observations of a student to accompany a referral to a Speech Pathologist

Student's Name: _____

Date of Birth: ___ / ___ / ___

Current Age: _____ years _____ months

School Year: _____

School: _____

Class Teacher: _____

School's Address: _____

School's Tel: _____

Instructions: Teacher to complete the relevant sections below.

Receptive Language (Understanding or Comprehension)		✓ Appropriate Box	
Is the student able to follow classroom instructions?	<input type="checkbox"/> Yes, with limited support required <input type="checkbox"/> Yes, but simple instructions only <input type="checkbox"/> Yes, but needs repetition of the instruction <input type="checkbox"/> Yes, but needs continued prompting of the instruction <input type="checkbox"/> Rarely, without significant adult support		
How does the student now follow classroom discussions?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
How does the student answer questions?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
Is the student understanding concepts covered in the classroom?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
Expressive Language (Oral Language)			
What is the student's length of spoken sentences?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
Does the student use incorrect grammar?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Does the student have difficulty remembering the names or thinking of the "right" word?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
How does the student's retelling of a story, an event or news compare to their peers?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
How does the student's written work compare?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
Attention			
How does the student's attention compare to their peers?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
Does the student complete their work within the allocated time frame?	<input type="checkbox"/> Typically yes	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Literacy Skills			
How does the student's literacy skills compare to their peers?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
Is the student experiencing any difficulty at the level of:	<input type="checkbox"/> Rhyme <input type="checkbox"/> Syllables <input type="checkbox"/> Initial sounds awareness <input type="checkbox"/> Segmentation <input type="checkbox"/> Blending <input type="checkbox"/> Spelling <input type="checkbox"/> Phonics <input type="checkbox"/> Decoding <input type="checkbox"/> Comprehension <input type="checkbox"/> Generating sentences for writing		

Literacy Skills

How does the student's spelling skills compare?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
How does the student's reading skills compare?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level
How does the student's writing skills compare?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level

Speech

Does the student have articulation errors?	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Yes
Can the student clearly convey their message so they can be understood?	<input type="checkbox"/> Below peer level	<input type="checkbox"/> Same as peers	<input type="checkbox"/> Above peer level

Social Language and Play Skills

Is the student able to establish relationships and play with their peers?	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Yes
Are the student's conversation skills poorer than his/her peers?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never

Additional Comments/Information (Outline any specific concerns/observations)

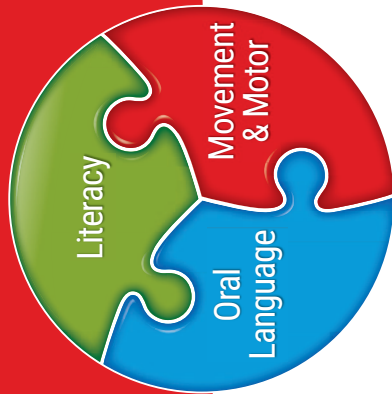
Form Completed by: _____ Date: __ / __ / __

Note, PLD does not operate a clinic. This form is designed to be completed by the teacher and to be provided to a speech pathologist as an indication of the student's performance within the classroom setting.

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Tips for Helping Left-handed Writers



Approximately ten percent of students are left-handed – slightly more boys than girls. If these 10 simple strategies are put in place, then there is no need for left-handed children to be disadvantaged when writing.

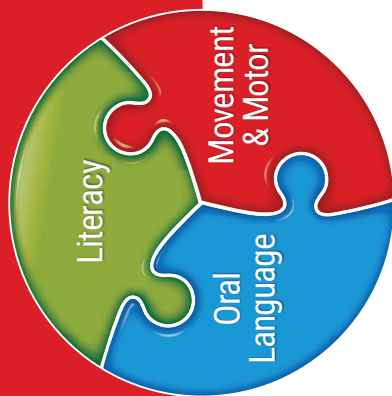
1. Arrange classroom seating so that left-handed students always sit on the left of right-handed children. This will avoid writing hand 'elbow bumps'. It is also important to group left-handed students together during handwriting lessons.
2. Remind students to maintain a good posture with their feet flat on the floor, bottom back in chair and helper hand on the desk.
3. The writing page should be moved to the left of the student's midline and slanted correctly – tilt the page (left corner up) keeping the page parallel to the forearm.
4. The right hand should be used to stabilise the paper at all times and the right index finger should be used for finger spacing when required.
5. Correct tripod pencil grip should be encouraged at all times to allow for good control of the pencil. Providing a visual prompt can help.
Ensure the pencil rests back in the web space (at the join of the thumb and index finger) – not pointing straight up. Writing on a vertical surface helps to encourage a functional pencil grasp.
6. The pencil should be held 2cm above the tip so that writing is more visible and the smudging of work is avoided.
Provide pencils that are not slippery, so that the fingers do not slide down towards the tip.
7. Softer lead pencils are ideal as they do not require too much friction on the page for left-handers, who are pushing instead of pulling the pencil from left to right across the page.
8. To avoid developing a hooked wrist, the writing hand should always be below the writing line, with the left arm kept close to the body.
9. Place a green dot for 'go' at the left margin to remind students to write from left to right. This can also assist with correcting letter and word reversals.
10. Ensure all left-handed students have access to left-handed scissors because cutting with scissors builds strength in the writing hand.



- Related programs**
- Letter Formation for Little People - Step 1**
(for Early Years) Website code: Milff
 - Letter Formation for Little People - Step 2**
(for Foundation) Website code: Milff2
 - Letter Formation for Little People - Step 3**
(for Year 1) **Coming Soon**



Key Area: Movement and Motor Letter Reversals



Many young children reverse letters because they lack familiarity with the symbols. While this is a common occurrence in the Early Years, Foundation and early Year 1 when learning to write letters, ideally, reversals should not be present **beyond seven years of age**.

Verbal Cues and Starting Points

It is valuable to learn letters as movements rather than as visual shapes. This gives children a mechanism for remembering visually confusing letters. If the letters are taught effectively, with **starting points** and **verbal cues**, the motor memory of each letter will be paired with the phoneme and reversals will be minimised.

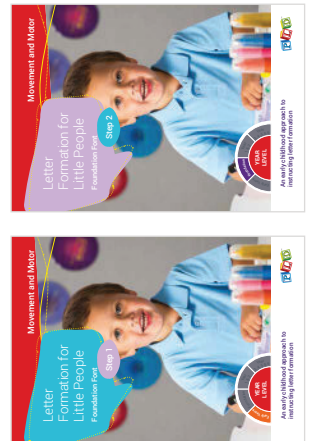
Tips for Dealing with Reversals

Remember, ongoing practice copying the letter is always preferable to continuing to practice it incorrectly.

1. Ample practice is important to enable over-learning of new movements to occur.
2. Choose one reversal per session to focus on, demonstrate first, then the child imitates.
3. Verbal cues are crucial to reinforce correct letter formation.
4. Use starting points and direction arrows.
5. Use the non-dominant index finger (as well as the dominant index finger) to trace the direction of the letter.
6. Teach ways to discriminate confused letters.
7. Use a multi-sensory approach to teach the letters e.g. Students write letters in the air with their pointer finger and large arm movements (try it with eyes open, then eyes closed).
8. For students with persistent reversals, the use of a desk template is helpful as it provides a model of the particular letter(s) to copy as required.

Students who Continue to Reverse Letters

Students who continue to reverse letters may experience difficulty with positions-in-space. The confusion relates to the position the parts of the letter(s) occupy in relation to one another (i.e. is the circle to the left or the right of the line?) and the position the symbol occupies in the overall space of the paper (i.e. is the symbol formed above or below the writing line on the paper?).



Related programs

Letter Formation for Little People - Step 1
(for the Early Years)
Website code: Mlff

Letter Formation for Little People - Step 2
(for Foundation)
Website code: Mlff2

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around back...
around forward

snake

around...
up...
and down

apple

down...
and across

tiger

down...
up...
and around

pop

down...
up and over

itchy

down...
up and over

nose

For the other alphabet verbal cue pages, refer to the programs on the left.

Consonants

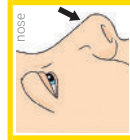
Short Vowels



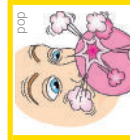
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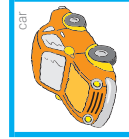
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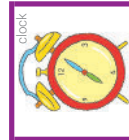
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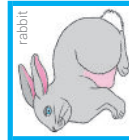
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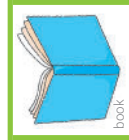
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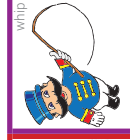
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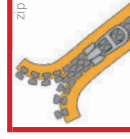
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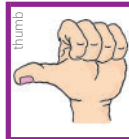
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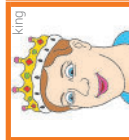
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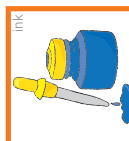
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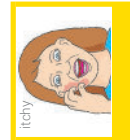
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qu



a



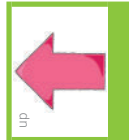
i



e



o



u



oo

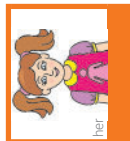
Long Vowels



oo



ee



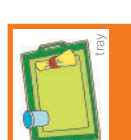
er



er



ai



ay



oi



oy



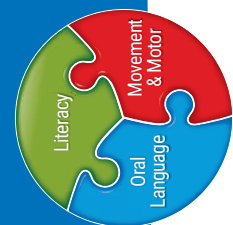
ar



or



ai(i)



Late Stage 1 (Target 4)

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.

ng

along sing
bring song
king thing
long

or

form morning
horse for
or

al()

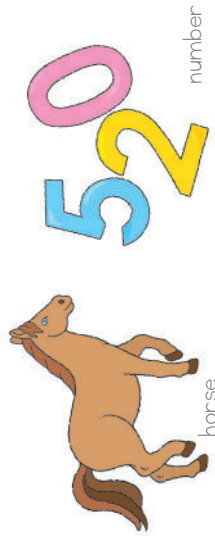
all small
ball football
call

Multisyllable

dragon seven
forest finished
second chicken upon

er

ever river
her sister
never under
number



oy

boy toy

oi

oil point



CCVC

drink
plant
slept

ay

away
day
may
play
say
stay
way
today
holiday
Sunday

ai

again
rain



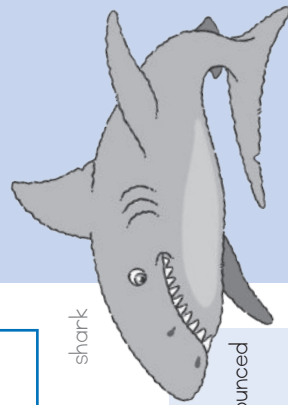
ar

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

shark

~ /schwa/:

this sound is pronounced as a /schwa/



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.

so go
no

one said
two have
they more
what

put pull

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

Vowels

apple	a
egg	e
itchy	i
octopus	o
up	u
look	oo

rain	ai
tray	ay
snake	ā-e

bee	ee
leaf	ea
five	i-e
Sieve	e-e

goat	oa
toe	oe
smoke	o-e
bow	ow
star	ar

coin	oi
oyster	oy
moon	oo
flute	u-e
cube	u-e

horse	or
ball	al(l)
her	er
finger	er schwa

Consonants

snake	s
glasses	ss
tiger	t
nose	n

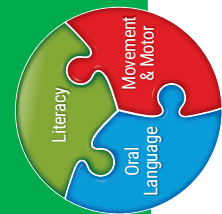
car	c
kangaroo	k
clock	ck
hot	h

dig	d
rabbit	r
goggles	g
lip	l

five	f
cliff	ff
book	b
whip	wh
violin	v

jet	j
zip	z
buzz	zz
box	x
quack	q(u)

hush	sh
chop	ch
thumb	th
feather	th
king	ng
ink	n



Early 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.

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/

oo as in goat	boat	road
ow as in bow	follow	grow
	window	snow
	yellow	own
	below	show

Double Letters	off	add	egg
----------------	-----	-----	-----

ss as in dress	~	dress	miss
----------------	---	-------	------

ll as in hill	fell	hill	still	spell	tell
---------------	------	------	-------	-------	------

Mid Stage 2

i-e as in five	bike	inside	mile	side	tired
	fire	life	nine	slide	while
	five	like	ride	time	white
	hide	line			

o_e as in smoke	broke	close	clothes	drove	home	rode	those	woke
-----------------	-------	-------	---------	-------	------	------	-------	------

ee as in bee	~	sleep	between	weekend
ea as in leaf	beach	ice-cream	team	
	each	tea	read	
	teacher	eat	real	
	season	mean	sea	
	really			

	killed	well	doll	will
--	--------	------	------	------

a-e as in snake	ate	game	make	snake
	cake	gave	name	state
	came	late	plane	take
	cave	made	same	

e_e as in Steve	these
-----------------	-------



Heart Words

HFWs that contain an irregular phonic 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		
/ee/	even	after
a as /ol/	want	ask
	watch	father
a as /or/	water	last
Irregular High Frequency Words		
	people	their
		there
		where

Note: -le is a regular concept, however complex for this stage

Irregular High Frequency Words		
	come	something
	some	sometimes
	does	someone
	gone	were
	here	

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



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