

# Year 1 & 2

## Parent Education Sheets and Downloads



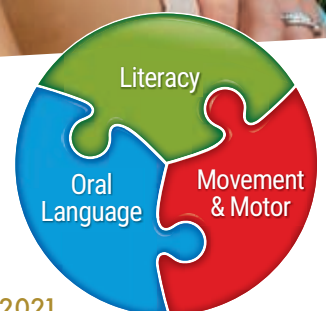
Developmental  
Milestone  
Guides

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](https://youtu.be/T_cede9km7l)



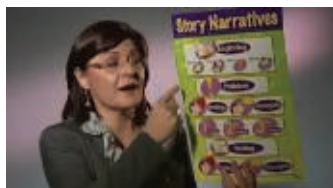
7 Year Old Speech and Language Skills  
[https://youtu.be/\\_hWMS7CGCnw](https://youtu.be/_hWMS7CGCnw)



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



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

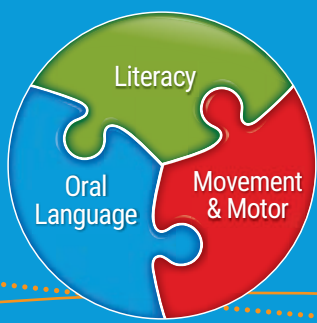


6, 7 & 8 Year Old Narrative Skills  
<https://youtu.be/slJAClqmIS8>



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

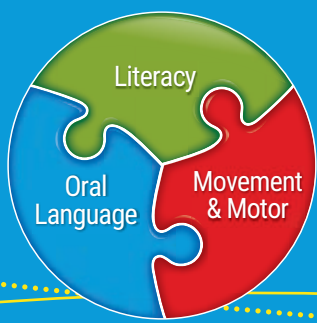
- 6 year olds should be independent communicators with adult-like grammar and a spoken vocabulary of over 2500 words.
- Speak with no articulation or speech sound errors.
- Use language which contains few or no grammatical errors.
- Ask complex questions to find out information.
- Provide detailed answers 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](http://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](http://www.pld-literacy.org) mail@pld-literacy.org Phone: +61 (08) 9227 0846

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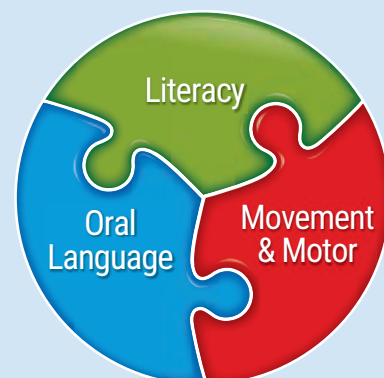
# Oral News Telling and Narrative Retelling

## 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.

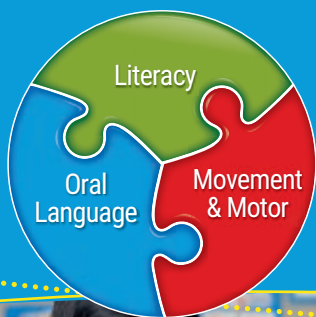
## Observations Which Constitute A Potential Speech Pathology Referral

- 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](http://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.

	Book Title	Author
Ideal for Narrative Retell Tasks	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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# News

When?



Who?



What?



Where?



Why?



1<sup>st</sup>

First  
To begin  
To start  
Initially

2<sup>nd</sup>

After that  
Next  
Second

3<sup>rd</sup>

At the end  
Last  
Finally  
To conclude

Feelings &  
Thoughts

Because

# Show and Tell or Object Description

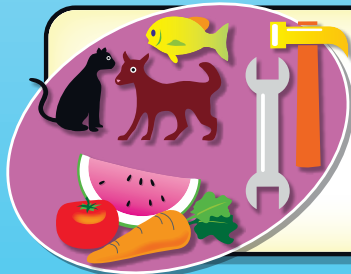
Junior Primary

# News



## 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 typically  
found...



## Use?



## Fact or piece of information?

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# Activity Retells



When?  
Who?  
Where?

What?

Make/  
Going to  
make?



What?

Made/  
Did?

Going to  
use?/  
Will use?



Used?

1<sup>st</sup>

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

2<sup>nd</sup>

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

3<sup>rd</sup>

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

For retells before the activity occurs.

For retells after the activity has occurred.

# Story Narratives



**Beginning**

When?



Who?



What?



Where?



**Problem**



**Feelings & Thoughts**

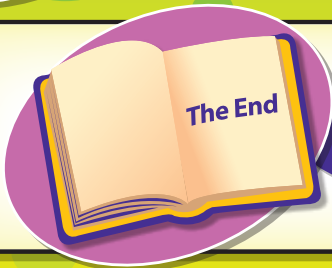
**Because**



**1<sup>st</sup>**  
**event**

**2<sup>nd</sup>**  
**event**

**3<sup>rd</sup>**  
**event**



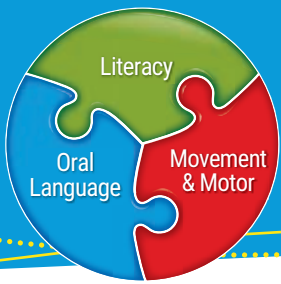
**Ending**



**Feelings & Thoughts**

**Because**





# 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

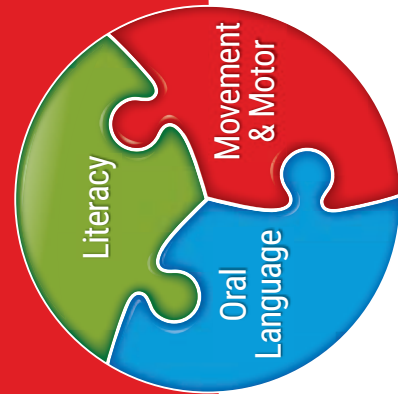
**Additional Comments/Information** (Outline any specific concerns/observations)

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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Key Area: *Movement and Motor*

# 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.



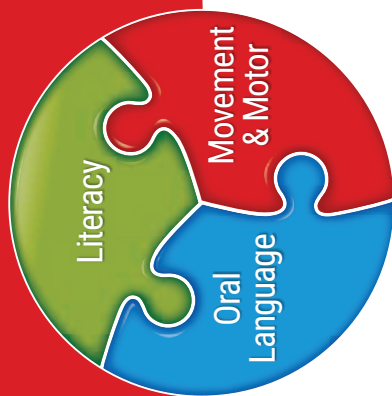
1. Arrange classroom seating so that left-handed students always sit on the left of right-handed children. This will avoid writing hand 'elbow bumps'. It is also important to group left-handed students together during handwriting lessons.
2. Remind students to maintain a good posture with their feet 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.

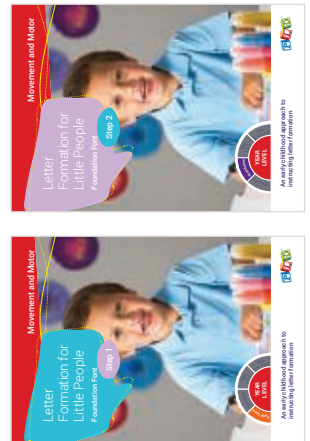
## Tips for Dealing with Reversals

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: M1ff

**Letter Formation for Little People - Step 2**  
(for Foundation)  
Website code: M1ff2

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**around back...  
around forward**

**around...  
up...  
and down**

**down...  
and across**

**down...  
up...  
and around**

**down...  
and a dot**

**down...  
up and over**

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



## Consonants

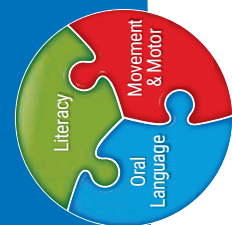
snake	s	tiger	t	nose	n	pop	p
car	c	hot	h	mix	m	dig	d
kangaroo	k	lip	l	five	f	book	b
clock	ck	goggles	g	violin	v	yell	y
rabbit	r	zip	z	box	x	quack	q(u)
whip	wh	ink	n	Tricky Consonants			
wind	w	king	ng	box	x		
thumb	th	feather	th				
chop	ch						
hush	sh						

## Short Vowels

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

## Long Vowels

moon	oo	bee	ee	finger	er
rain	ai	tray	ay	her	er
star	ar	oyster	oy	coin	oi
		ball	ai(l)	horse	or



# 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



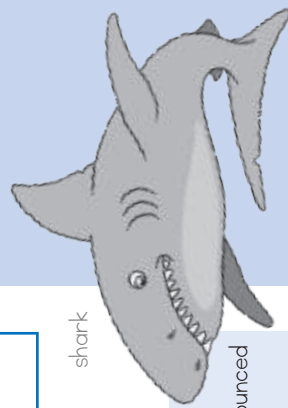
ar

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

shark

~ /schwa/:

this sound is pronounced as a /schwa/



## Heart Words

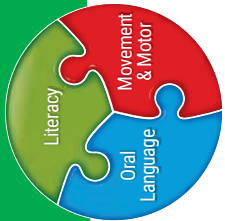
HFWs that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

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.



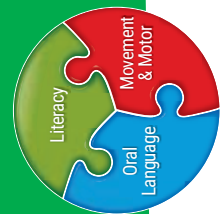
## Consonants

pop	p	snake	s	glasses	ss	tiger	t	nose	n
car	c	kangaroo	k	clock	ck	mix	m	hot	h
dig	d	rabbit	r	goggles	g	lip	l	hill	ll
five	f	book	b	wind	w	whip	wh	violin	v
cliff	ff	zip	z	yell	y	box	x	quack	q(u)
jet	j	buzz	zz	feather	th	king	ng	ink	n
hush	sh	thumb	th						
chop	ch								

## Vowels

apple	a	egg	e	itchy	i	octopus	o	up	u	look	oo
rain	ai	tray	ay	snake	a-e	five	i-e				
bee	ee	leaf	ea	Steve	e-e	star	ar				
goat	oa	toe	oe	smoke	o-e	bow	ow				
coin	oi	oyster	oy	moon	oo	cube	u-e				
horse	or	ball	al(l)	her	er	finger	er				





# 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	asleep	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		
/e/	even	after
a as /o/	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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