



# Early Years

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

## Semester 2 Parent Education Sheets and Downloads



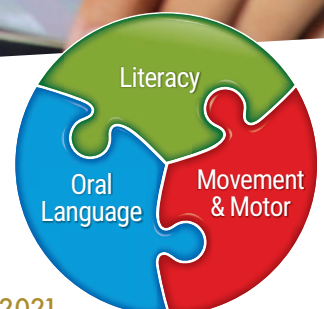
Developmental  
Milestone  
Guides

Parent  
Education  
Videos

2023 Version



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



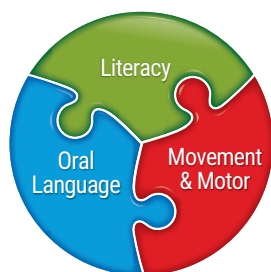
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## Home & School Working Together

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**.

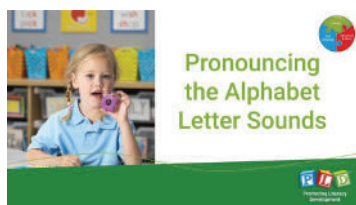
Over the full school year, children will develop **pre-literacy skills**, **their vocabulary will grow along with their ability to express themselves and follow instructions** and their **fine and gross motor skills** will improve in preparation for writing and participation within the curriculum.

## What to do if you're concerned about a Child's Development?

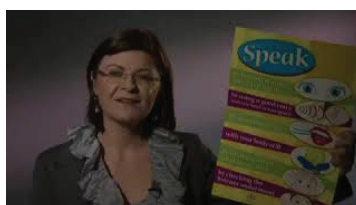
Children need time to settle into the new educational setting. However, if beyond Term 1 children are operating below their age-matched peers, it is recommended that home and school work together to access support service in order to cater for the learning needs of the child. Research clearly states 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

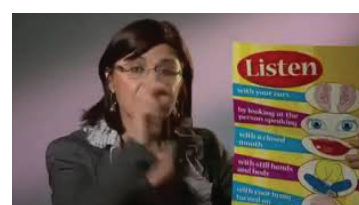
PLD's Early Years parent education playlist contains many videos. These short videos are designed to assist parents and caregivers in understanding the programs that are being taught in the classroom. View the full Early Years Parent Education Playlist: <https://www.pld-literacy.org/ey-parent-playlist>



Pronouncing the alphabet sounds  
<https://youtu.be/Lh1XwB7ARPQ>



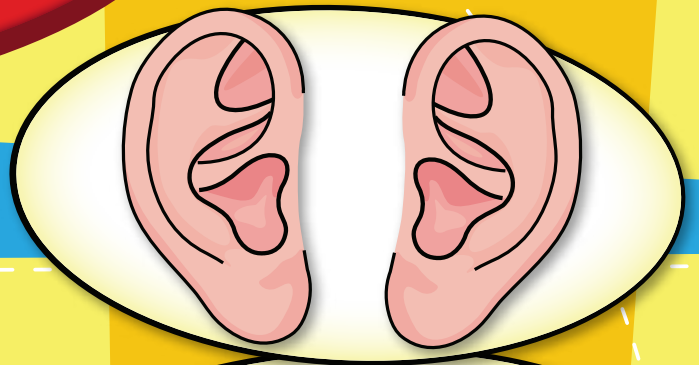
What are good speaking behaviours?  
<https://www.youtube.com/watch?v=7LAXj6d2ZCo>



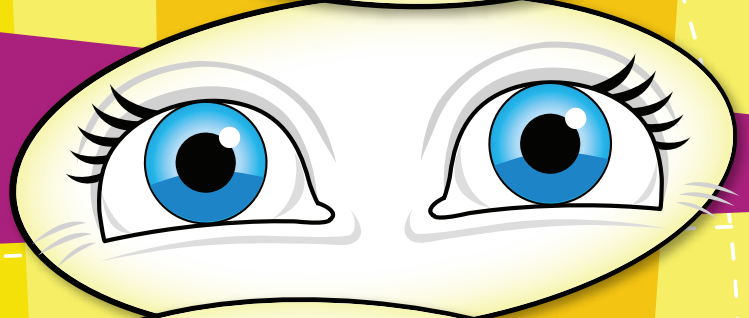
What are good listening behaviours?  
<https://www.youtube.com/watch?v=MxqXIKzZkKQ>

# Listen

with your ears



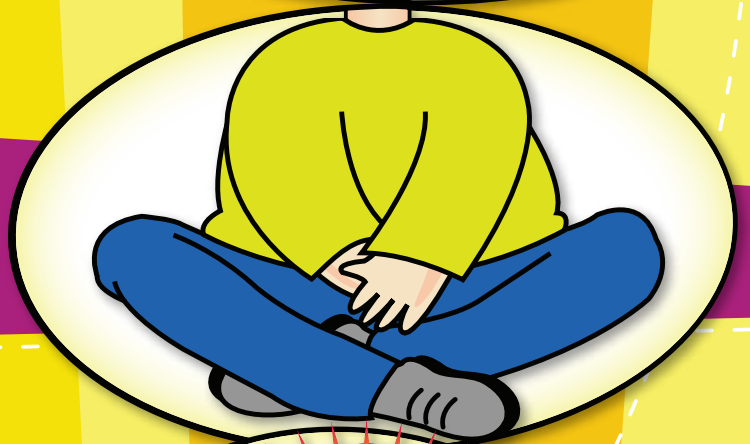
by looking at the person speaking



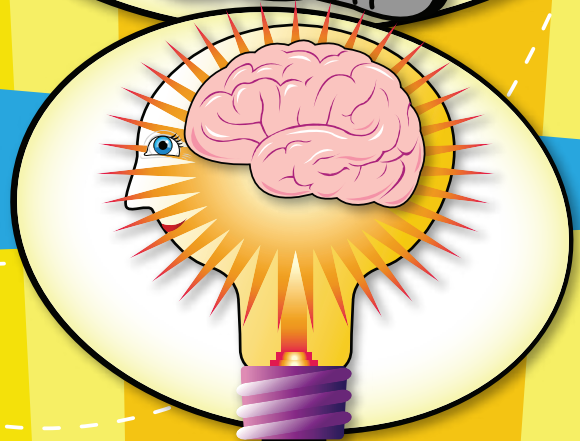
with a closed mouth



with still hands and body



with your brain turned on



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# Three Step Activity Recounts in the Home

Early  
Years

for 4 Year Olds



## When?

**Adult ask:**  
When did you  
make/do this?



## Made? Did?

**Adult ask:**  
What did you  
make/do?



## Used?

**Adult ask:**  
What did  
you use?

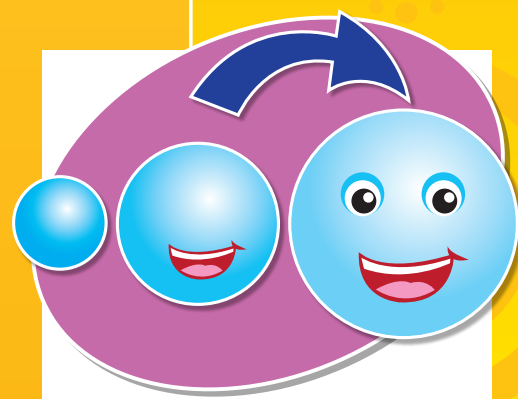


## I ...



## Then...

**Adult ask:**  
Then what did you do?



## And then...

**Adult ask:**  
Then what did you do?

# Object Description

Early  
Years



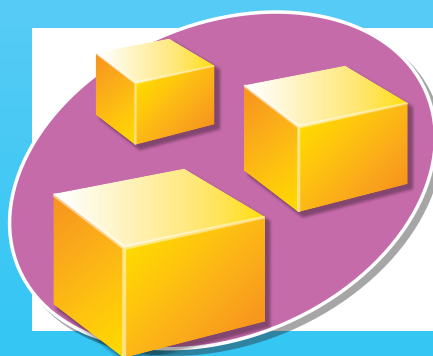
Greeting



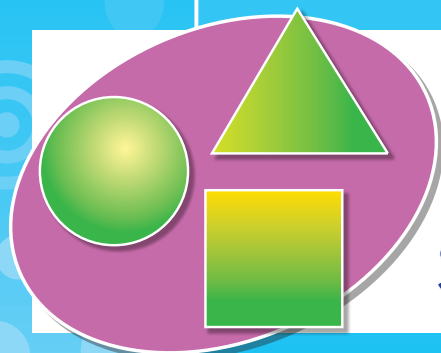
What?



Colour?



Size?



Shape?



Parts?



Thank You

# Event Recount

Early Years



When?



Who?



What?



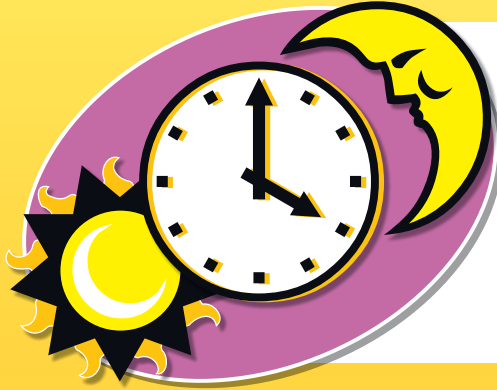
Where?



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# Three Step Activity Recounts

Early Years



When?

Make/  
Going to  
make?



Made/  
Did?

Going to  
use?/  
Will use?



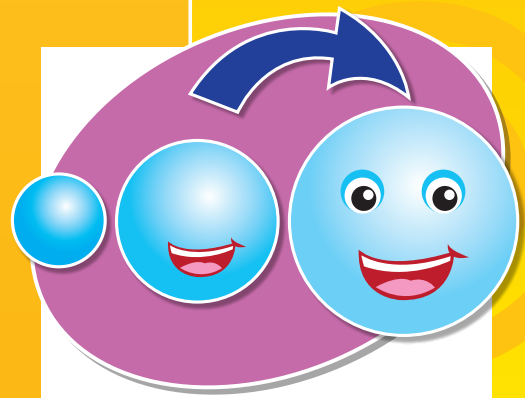
Used?



I ...



Then...



And then...

For retells before the activity occurs.

For retells after the activity has occurred.

## Beginning



When?



Who?



What?



Where?

## Events



1st Event

then



2nd Event

and  
then

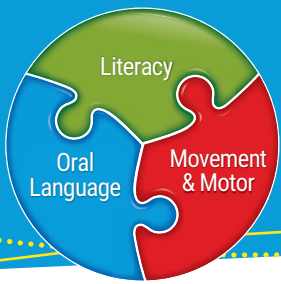


3rd Event

## Ending







# 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)

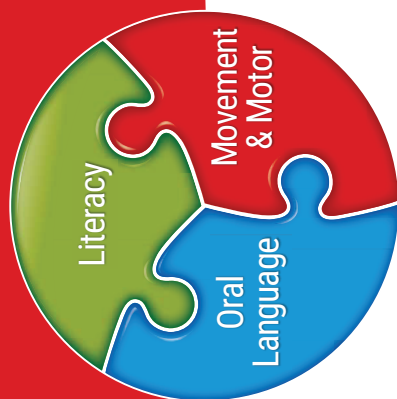
Form Completed by: \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

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 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.

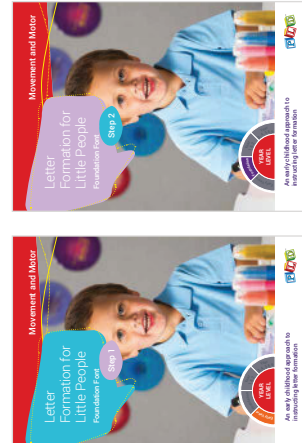
## Tips for Dealing with Reversals

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...  
and a dot**

he/hy

**down...  
up and over**

nose

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

## REFERENCE CARD: VERBAL CUES FOR LETTER GROUP 2

Forming and recalling the correct letter formations.

down...  
up and over...  
up and over

down...  
up...  
and curve

down...  
half up and over

push forward...  
and up...  
and around

around...  
up high...  
and down

around

## REFERENCE CARD: VERBAL CUES FOR LETTER GROUP 3

Forming and recalling the correct letter formations.

hook down...  
and across

down

around...  
up...  
and a tail

around...  
in a circle

down...  
curve up...  
and down

down...  
half up...  
and around





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