Foundation

Pre-Primary (WA), Kindergarten (NSW, ACT), Preparatory (QLD, VIC, TAS), Reception (SA) Transition (NT)

Semester 2 Parent Education Sheets and Downloads

Developmental Milestone Guides

Parent Education Videos

Literacy

Oral Language

Movement & Motor

PRIMARY PUBLISHER OF THE YEAR
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Contents

Introduction: Home & School Working Together 2

What To Do If You're Concerned About a Child's Development? 2

Parent Education Videos 2

Developmental Oral Language Milestone Sheets 3 - 9

Developmental Movement & Motor Milestone Sheets 10 - 12

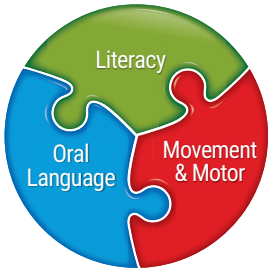
Alphabet & High Frequency Word Chart 13 - 14

Notes 15

Home & School Working Together

This booklet outlines key information to be provided to parents, caregivers and the wider community within Semester 2. 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**.

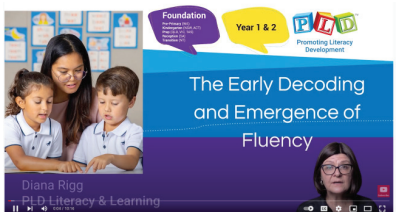
Over the full school year children will develop literacy skills. Their vocabulary will grow along with their ability to express themselves and follow instructions, their fine and gross motor skills will improve and their letter formation and writing skills will develop.

What To Do If You're Concerned About a Child'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 the earlier intervention commences the better the outcomes for the child. If students have difficulties within the oral language or literacy realm, consult a Speech Pathologist. If students 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.***

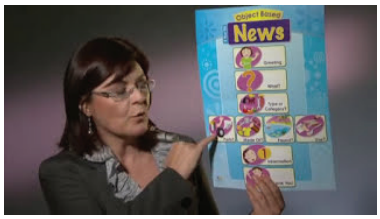
Parent Education Videos

PLD's Foundation 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 Foundation Parent Education Playlist: https://www.pld-literacy.org/foundation-parent-playlist



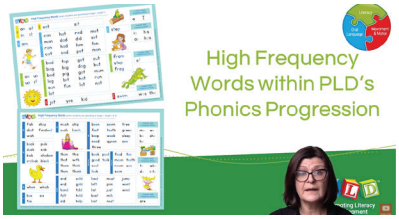
The Early Decoding and Emergence of Fluency
https://youtu.be/a95sCWO16z4

5 Year Old Activity Retelling
https://youtu.be/mturiPL-3Mk



5 Year Old Show and Tell
https://youtu.be/O42giQy9_HE

5 Year Old News Telling
https://youtu.be/q4_yy3QbPuM



Teaching Phonics & High Frequency Words Charts
https://youtu.be/3mc7iEiQEbU

Listen

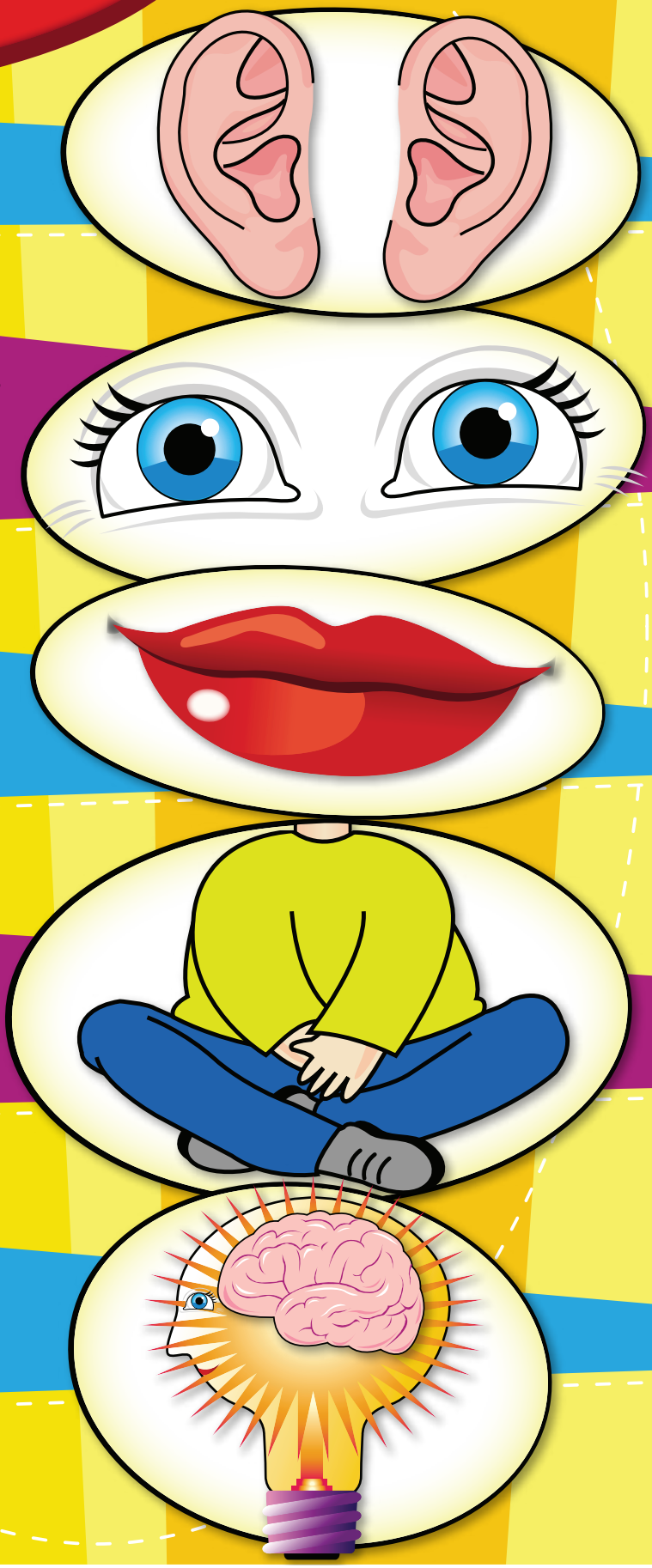
with your ears

by looking at the person speaking

with a closed mouth

with still hands and body

with your brain turned on



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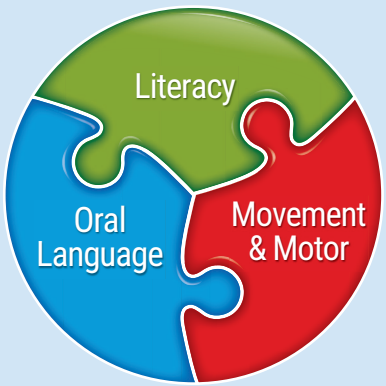
Oral News Telling and Narrative Retelling

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 the support of partners to organise and maintain the discourse. When news telling 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.
- A 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 difficultly 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 Foundation year, 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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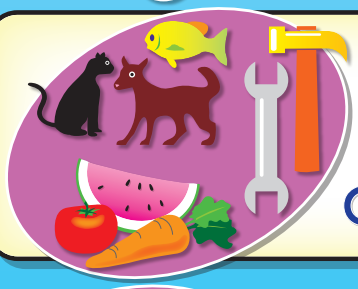
Object Based

5 Year Old

News

Greeting

What?



Type or Category?

Parts?

Made Of?

Found?

Use?

Information

Thank You

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Event Based

5 Year Old

News

When?

Who?

What?

Where?

Why?

1

2

Information

Feelings

Thoughts

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5 Year Old

Three Step Activity Retells

. . .Version A

When?

For retells before the activity occurs.

Make/ Going to make?

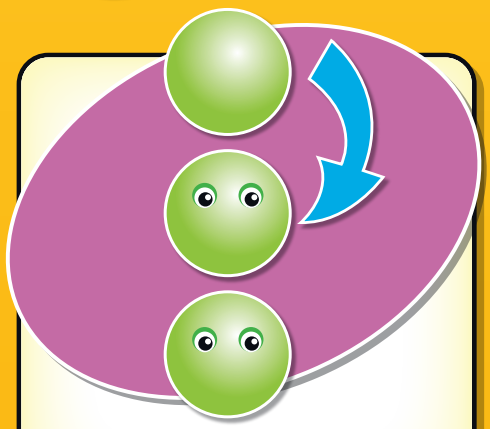
Made/ Did?

For retells after the activity has occurred.

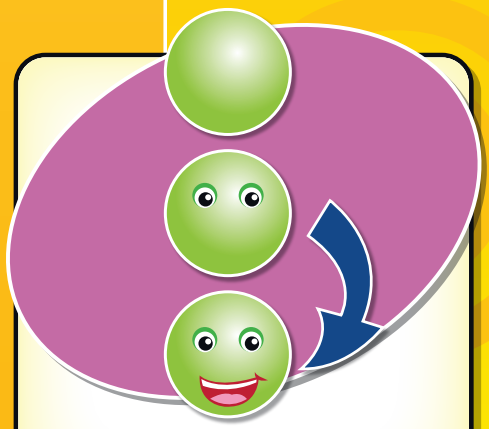
Going to use?/ Will use?

Used?

I . . .



Next...



And next...

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Three Step

5 Year Old

Activity Retells

. . .Version B

When?

Make/ Going to make?

Made/ Did?

Going to use?/ Will use?

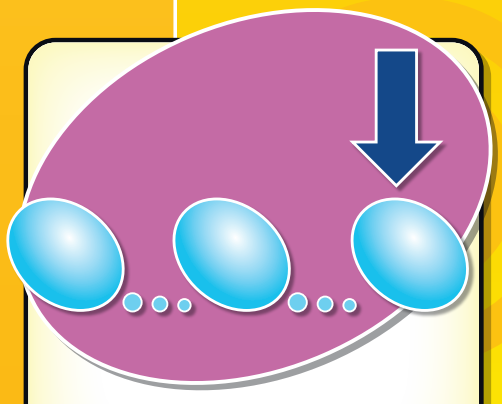
Used?

For retells before the activity occurs.

For retells after the activity has occurred.

1st First...

2nd Second...



Last

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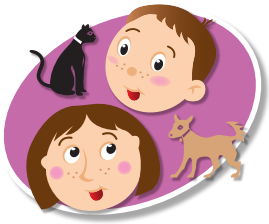
5 Year Old

Version B

Story Narratives

Beginning

When?



Who?

What?

Where?

Events

Joining word
First...

1

1st Event

Joining word
Second...

2nd

2nd Event

Joining word
Third...

3rd

3rd Event

Ending

Joining word
Last...

Apply the joining words **'so'**, **'but'** and **'because'** as appropriate.

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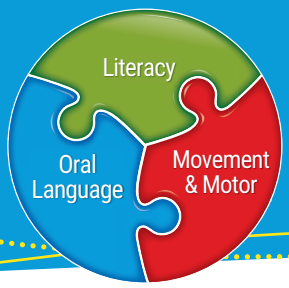

Observations of a student to accompany a referral to a Speech Pathologist

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

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Literacy Skills			
How does the student's spelling skills compare??	☐ Below peer level	☐ Same as peers	☐ Above peer level
How does the student's reading skills compare?	☐ Below peer level	☐ Same as peers	☐ Above peer level
How does the student's writing skills compare?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Speech			
Does the student have articulation errors?	☐ No	☐ Sometimes	☐ Yes
Can the student clearly convey their message so they can be understood?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Social Language and Play Skills			
Is the student able to establish relationships and play with peers?	☐ No	☐ Sometimes	☐ Yes
Are the student's conversation skills poorer than his/her peers?	☐ Often	☐ Sometimes	☐ 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 any speech pathologist as an indication of the student's performance within the classroom setting.

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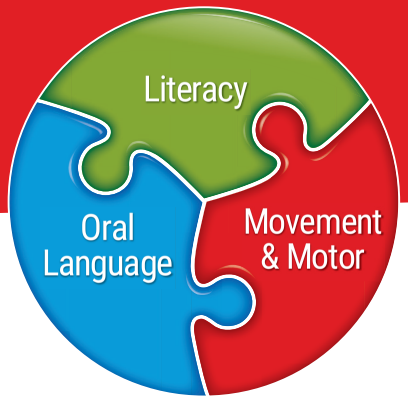

Key Area: Movement and Motor

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 the Early Years) Website code: MIff

Letter Formation for Little People - Step 2
(for Foundation) Website code: MIff2

Letter Formation for Little People - Step 3
(for Year 1) ***Coming Soon***

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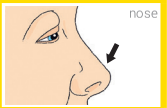
Consonants

s

t



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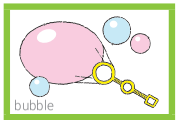

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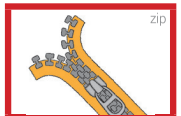

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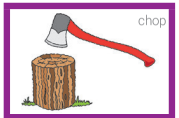

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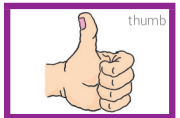

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th

Tricky Consonants

x

q(u)

Short Vowels

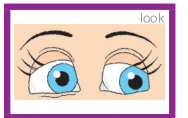
a

i

e

o

u



oo

Long Vowels

oo

ee

Mid Stage 1
(Target 2 & 3)

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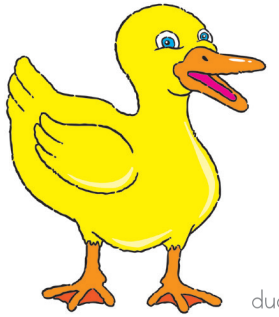
Mid Stage 1 (Target 2 & 3)

High Frequency Words

An evidence-based approach to teaching high frequency words within a structured synthetic phonics program.

sh	fish	wish
	shot	shop

ck	back	pick
	duck	sick
	kick	black


duck

wh	when	which

x	box	six
	fox	

ch	much	chip
	such	lunch

qu	queen

queen

th	than	this
	that	with
	them	think
	then	thank

ee	been	seem	tree	
	feet	teeth	green	
	keep	week	sleep	
	need	three	see	

short oo	book	pool	long oo	food	too
	good	took		moon	tooth
	cool			room	zoo
	look			soon	

CVCC	and	cold	land	must	jump
	end	gold	left	pink	went
	hand	told	list	just	wind
	felt	hold	best	milk	
	old	help	lost	next	

Irregular High Frequency Words

me	we
be	she
he	

zoo

Irregular High Frequency Words

to	who
do	into

jump

Irregular High Frequency Words

are

High frequency word lists are based on an amalgamation of high frequency lists commonly used in Australia. Our unique approach allows children to learn more high frequency words with less effort by teaching the right words at the right time and in the right way.

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Notes

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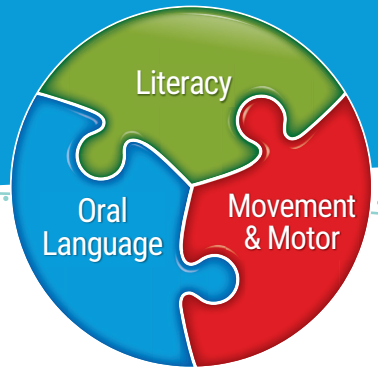

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