

Foundation

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

Semester 2 Parent Education Sheets and Downloads



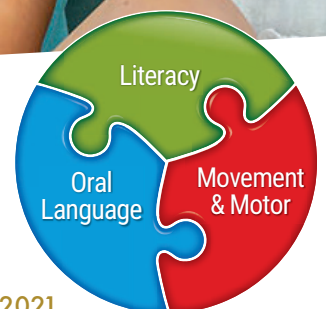
Developmental
Milestone
Guides

Parent
Education
Videos

2023 Version



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



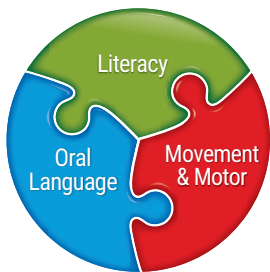
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Home & School Working Together

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

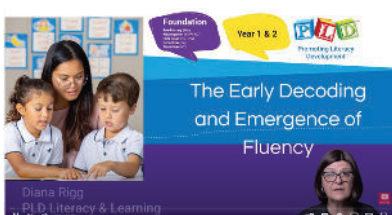
Over the full school year children will develop literacy skills. Their vocabulary will grow along with their ability to express themselves and follow instructions, their fine and gross motor skills will improve and their letter formation and writing skills will develop.

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



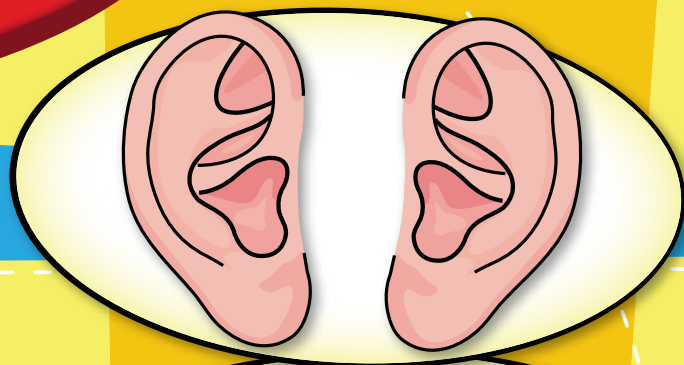
5 Year Old News Telling
https://youtu.be/q4_yy3QbPuM



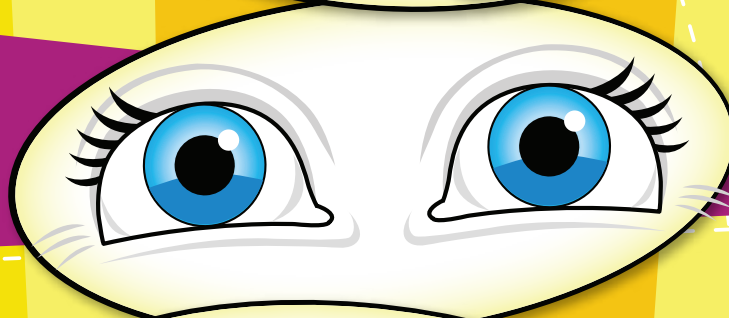
Teaching Phonics & High Frequency Words Charts
<https://youtu.be/3mc7iEIQEbU>

Listen

with your ears



by looking at the person speaking



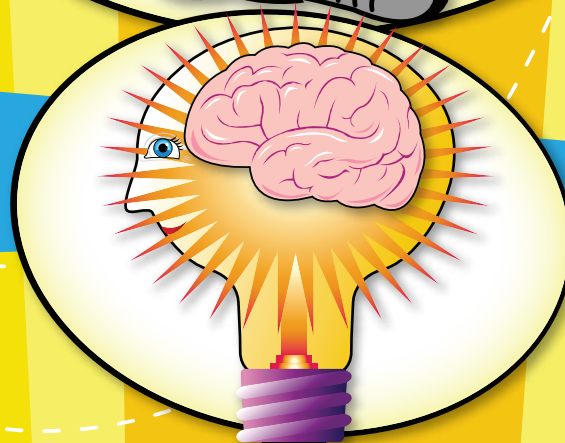
with a closed mouth



with still hands and body



with your brain turned on



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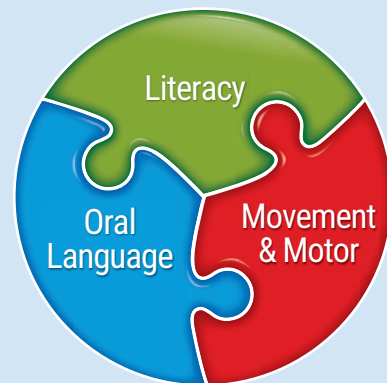
Oral News Telling and Narrative Retelling

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 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 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 Description

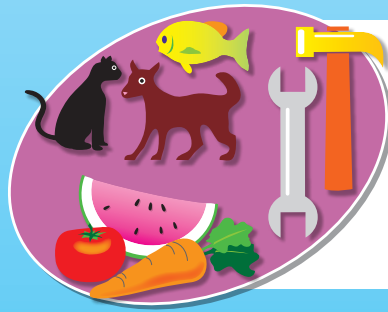
Foundation



Greeting



What?



Type or Category?



Parts?



Made of?



Found?



Use?



Information



Thank You

Event Recount

Foundation

When?



Who?



What?



Where?



Why?



Feelings



Thoughts

Three Step Activity Recounts

Foundation

...Version A



When?

Make/
Going to
make?



Made/
Did?

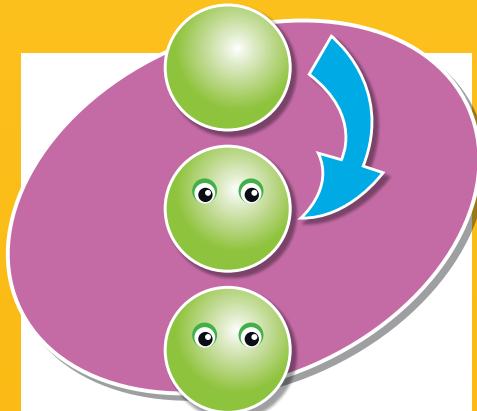
Going to
use?/
Will use?



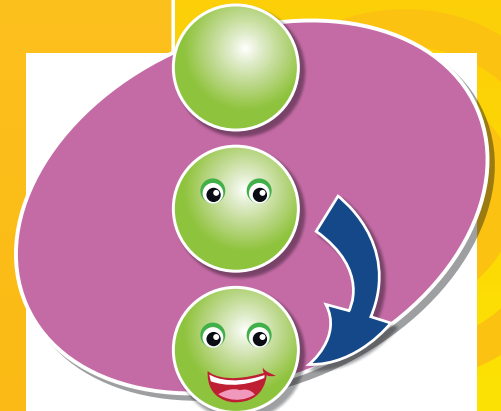
Used?



I ...



Next...



And next...

For retells before the activity occurs.

For retells after the activity has occurred.

Three Step Activity Recounts

Foundation

...Version B



When?

Make/
Going to
make?



Made/
Did?

Going to
use?/
Will use?



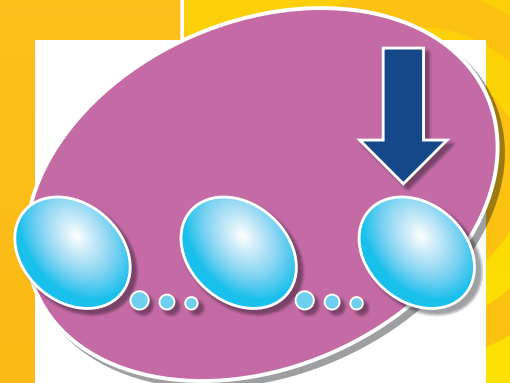
Used?

1st

First...

2nd

Second...



Last

For retells before the activity occurs.

For retells after the activity has occurred.

Beginning



When?



Who?



What?



Where?

Events

Joining word

First...



1st Event

Joining word

Second...



2nd Event

Joining word

Third...



3rd Event

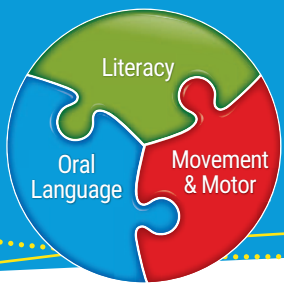
Ending

Joining word

Last...



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



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 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 students 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 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 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 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: __ / __ / __

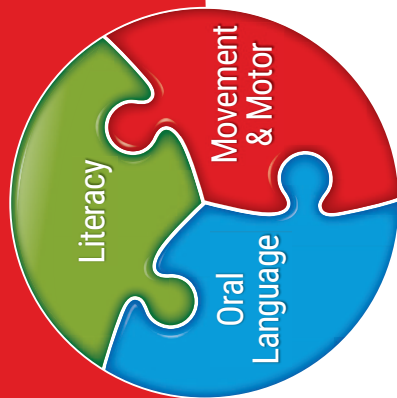
Note, PLD does not operate a clinic. This form is designed to be completed by the teacher and to be provided to any speech pathologist as an indication of the student's performance within the classroom setting.

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This information sheet can be downloaded and distributed providing PLD's logo and contact details are not removed.

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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.
7. Provide pencils that are not slippery, so that the fingers do not slide down towards the tip.
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**



Consonants

snake
s

tiger
t

nose
n

pop
p

car
c

kangaroo
k

clock
ck

hot
h

mix
m

dig
d

rabbit
r

goggles
g

lip
l

five
f

book
b

wind
w

whip
wh

jet
j

zip
z

violin
v

yell
y

Short Vowels

apple
a

itchy
i

egg
e

octopus
o

up
u

look
oo

Long Vowels

moon
oo

bee
ee

hush
sh

chop
ch

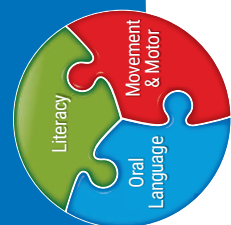
thumb
th

feather
th

box
x

quack
q(u)

Tricky Consonants



Mid Stage 1 (Target 2 & 3)

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.

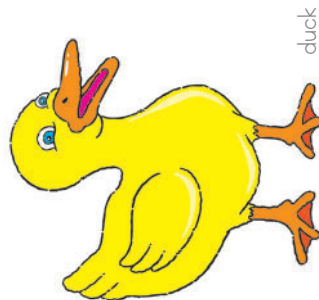


Flash Words

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.

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



queen

ne
queen

th
than this
that with
them think
then thank

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

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

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

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.

me we
be she
he

to who
do into

are you



jump



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