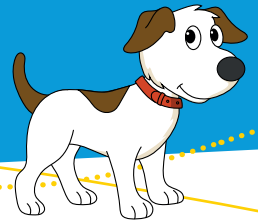




PLD Decodable Reading Book Log



Use this handy tracker to record your child's reading progress and their thoughts on the books! Research shows that 'encouraging repeated oral reading results in increased reading proficiency'*.

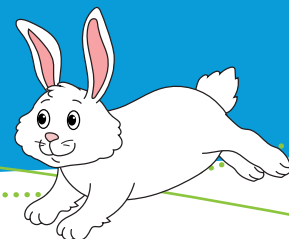
Name: _____

	Title NF = Non-Fiction	Date of 1 st Reading	Child's Review	Date of 2 nd Reading	Date of 3 rd Reading	Date of 4 th Reading
Set 1: CVC s a t p i n	Book 1: In					
	Book 2: Pip					
	Book 3: Nat					
	Book 4: Nan					
	Book 5: Sit, Tap, Tip NF					
	Book 6: Sit					
	Book 7: Tat					
	Book 8: Nan Naps					
	Book 9: Pat					
	Book 10: Ann					
	Book 11: Pat It					
	Book 12: I Pat It NF					
	Book 13: A Pit					
	Book 14: A Tin NF					
	Book 15: Tan					
Set 2: CVC c h e r m d	Book 1: I am Ned					
	Book 2: Tim					
	Book 3: Hats and Caps NF					
	Book 4: Sam					
	Book 5: Mim					
	Book 6: Dad Ran					
	Book 7: A Pet Hen					
	Book 8: Pam					
	Book 9: A Net					
	Book 10: A Map NF					
	Book 11: A Rat					
	Book 12: Ned Can Hit					
	Book 13: The Red Hat					
	Book 14: An Ant NF					
	Book 15: Sid Hid					

* National Reading Panel (2000) 'Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction', National Institutes of Health, no. 00-4769.



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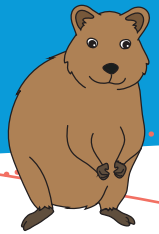
Name: _____

	Title NF = Non-Fiction	Date of 1 st Reading	Child's Review	Date of 2 nd Reading	Date of 3 rd Reading	Date of 4 th Reading
Set 3: CVC g o u l f b	Book 1: Pop NF		👍 👎 👏			
	Book 2: Rod and the Hens		👍 👎 👏			
	Book 3: Bub		👍 👎 👏			
	Book 4: Deb and Bet		👍 👎 👏			
	Book 5: Tom and Bud		👍 👎 👏			
	Book 6: Gus Can Hop		👍 👎 👏			
	Book 7: Bats NF		👍 👎 👏			
	Book 8: In the Sun		👍 👎 👏			
	Book 9: A Cut NF		👍 👎 👏			
	Book 10: Lil		👍 👎 👏			
	Book 11: The Pups		👍 👎 👏			
	Book 12: Hot NF		👍 👎 👏			
	Book 13: Deb and the Pups		👍 👎 👏			
	Book 14: Deb and Tom		👍 👎 👏			
	Book 15: Tom and the Hut		👍 👎 👏			
	Book 16: In the Bin NF		👍 👎 👏			
	Book 17: The Big Top		👍 👎 👏			
	Book 18: The Mob NF		👍 👎 👏			
	Book 19: Mim and the Nut		👍 👎 👏			
	Book 20: Big Bug and Red Bug		👍 👎 👏			
	Book 21: A Pot of Mud		👍 👎 👏			
	Book 22: Pets NF		👍 👎 👏			
	Book 23: Bugs NF		👍 👎 👏			
	Book 24: Can I Get a Pet?		👍 👎 👏			
	Book 25: Fun in the Sun		👍 👎 👏			

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Name: _____

	Title NF = Non-Fiction	Date of 1 st Reading	Child's Review	Date of 2 nd Reading	Date of 3 rd Reading	Date of 4 th Reading
	Book 1: Zeb		👍 👎 👏			
	Book 2: Kim and His Kin		👍 👎 👏			
	Book 3: Jim		👍 👎 👏			
	Book 4: The Red Van		👍 👎 👏			
	Book 5: Kip		👍 👎 👏			
	Book 6: Is It Yum Yet?		👍 👎 👏			
	Book 7: Cub, Pup, Kid, Kit? NF		👍 👎 👏			
	Book 8: Win		👍 👎 👏			
	Book 9: Yes It Can! NF		👍 👎 👏			
Set 4: CVC w j v k z y	Book 10: Zac and Jen		👍 👎 👏			
	Book 11: Jaz and the Job		👍 👎 👏			
	Book 12: A Wiz Kid		👍 👎 👏			
	Book 13: Webs NF		👍 👎 👏			
	Book 14: Vic and Val		👍 👎 👏			
	Book 15: Jim and Ed Dig		👍 👎 👏			
	Book 16: A Hut for Us		👍 👎 👏			
	Book 17: Fun for Kids NF		👍 👎 👏			
	Book 18: Jobs for Kids NF		👍 👎 👏			
	Book 19: A Swim		👍 👎 👏			
	Book 20: I Can Jig		👍 👎 👏			
	Book 21: Yum! NF		👍 👎 👏			
	Book 22: A Jam Bun		👍 👎 👏			
	Book 23: Wet		👍 👎 👏			
	Book 24: The Vet NF		👍 👎 👏			
	Book 25: In the Wet NF		👍 👎 👏			

* National Reading Panel (2000) 'Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction', National Institutes of Health, no. 00-4769.



Let's get started!

PLD Decodable Reading Books are designed for children being taught to read using a Structured Synthetic Phonics (SSP) approach. Aligned to the Science of Reading, these books present phonics and high-frequency words in a sequential order to ensure optimal success in reading skills and literacy development.

Here are some tips before reading:



Pause

- Revise the sounds (and phonic concepts) that are being learned at school and which feature on page 1 of the book.
- Sound out and read the practise words next. Some of the words will be high-frequency words (HFW) and some of the words will also feature in the reading book.
- Pay special attention to the Heart Words (or irregular high-frequency words) that cannot be sounded out easily. They note a red heart above the difficult part of the word that needs to be learned by heart.



Listen

- Prepare for reading by looking at the cover of the book and asking the questions shown on page 2 of the book.
- Show the child how to read the book, using their fingers under words, saying the sounds (rather than letter names), and then blending the sounds to form the word.
- Point out the recommended text features during reading.



Dive In

Now it's time to meet the main characters or introduce the subject that features in the book.

Here are some tips after reading:



Practise Path

Practise, practise, practise, with some additional words for the child to develop their reading speed.



Learn

- Ask the comprehension questions listed on page 15 to check that the child has fully understood what they have read.
- Teach the child new words with vocabulary questions.
- Ask the child to retell the story in their own words and sentences.
- Reread the book with the child a number of times to successfully develop their reading skills by increasing speed and accuracy.



Details or Discover

Extend learning by exploring the Australian region where the photographs were taken or discovering more about the topic featured in the book.