Screening & Tracking Manual

Year 1 & 2



What to screen?

When to screen?

How to screen?

How to report on data?

Literacy

Oral Language

Movement & Motor

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

Contents

How to Use the Year 1 & 2 Screening & Tracking Manual 3

Overview of the Year 1 & 2 Literacy Assessments 4

Scheduling PLD Screening & Tracking in Year 1 & 2 5

How to Administer the Spelling Placement Screens 6

How to Mark and Score the Spelling Placement Screens 7-8

Using the PLD Tracking Sheets in Year 1 & 2.....9

Week 1 in Term 1: Spelling Placement Screen
(to Establish Targeted Teaching Groups for Term 1)..... 10

End of Term 1: Spelling Placement Screen..... 11

End of Term 2: Spelling Placement Screen..... 12

End of Term 3: Spelling Placement Screen..... 13

Year 1 & 2 Early Reading Screen

Instructions.....14

Year 1 Semester 1: Assign Decodable Reading Books 15

Year 1 Semester 2: Option for Repeated Reading 16

Year 1 & 2 Early Reading Screen

Student Record Form 17

Stimulus Sheet 1 18

Stimulus Sheet 2.....19

Stimulus Sheet 3.....20

Year 2

Which Students Still Require Decodable Reading Material?
(Fluency Screen) 21

Screening the Reading & Spelling of Irregular High Frequency Words (Optional)

Year 1 22

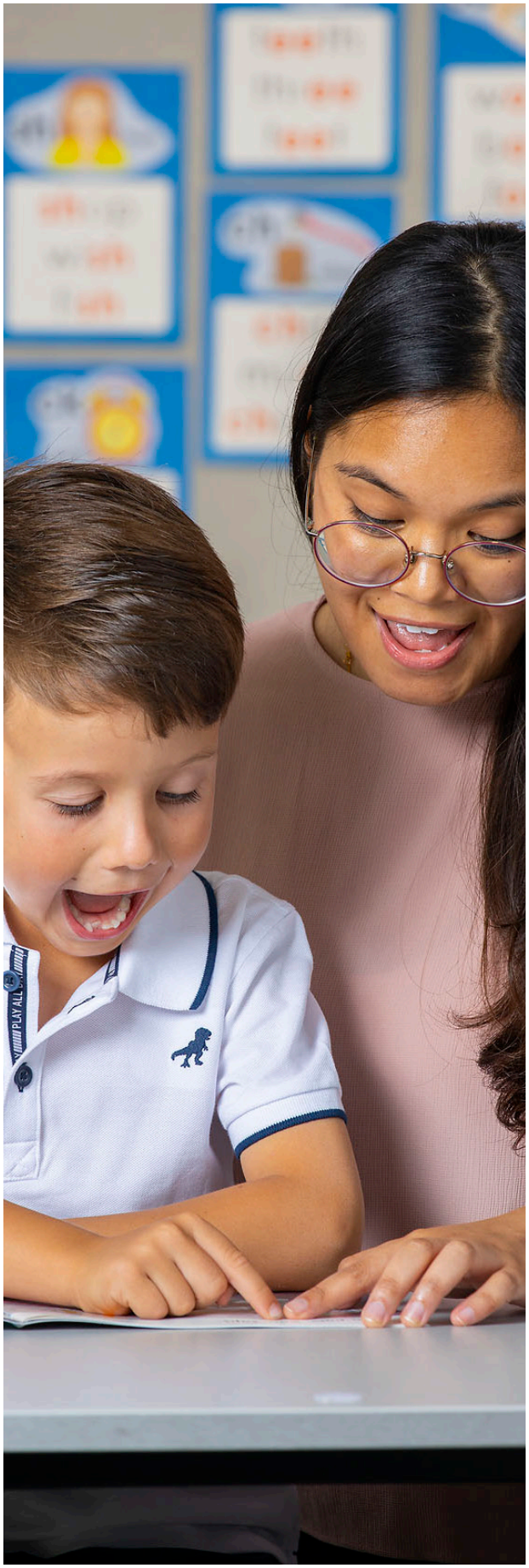
Year 2 23

Appendix

Student Spelling Templates 24-25

Assessments for Students Experiencing Difficulty 26-29

Glossary of Terms 30



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How to Use the Year 1 & 2 Screening & Tracking Manual

What is Included in This Year 1 & 2 Screening & Tracking Manual?

This manual serves as a reference guide for the use of PLD's screening and tracking tools. Included are instructions on what and when to screen and the materials required.

The screens correlate with PLD's phonics and high frequency words teaching sequence. We recommended that the screens are administered following a solid period of repeated targeted instruction. In this way, the screens function as a check-in on student progress.

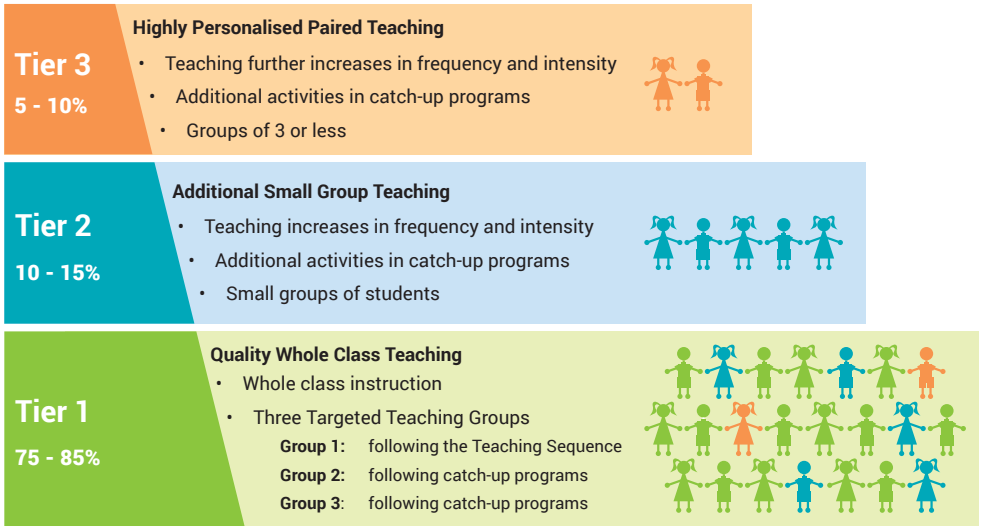
Keep in mind that it may be appropriate for schools to adapt the timing of the skills depending upon the demographics of the school community and the associated student entry levels to the school.

How to Monitor Student Progress?

Tracking student development is central to the PLD process. Regular structured tracking from the Early Years to Year 6 is facilitated efficiently through the use of PLD's Tracking Sheets. These are available for download on our website and an instructional video is located here. The school should download the tracking sheets at the beginning of each school year and set them up for each class. This one document is then utilised throughout the year and populated each term by individual teachers based on the results of the Placement Tests and other screening tools. By the end of the school year this document will not only serve as an overview of every student in the school's literacy development, but will also be useful when judging the effectiveness of PLD's implementation in each classroom

How to Identify Students Who Are Delayed or Advanced?

PLD recognises that every class presents with a broad range in student ability and the individual needs of each student should be addressed and scaffolded through rigorous and relevant programming. Through the delivery of structured repeated targeted instruction, age-appropriate students should acquire skills as outlined within the Teaching Sequence Manual. However, it is highly likely for there to be students working below and above the typical skill acquisition level. In order to cater for this range in ability and program effectively, teachers should use their populated tracking sheets to divide their class into three groups. The groups are fluid and may change throughout the year depending on the data. This instructional video explains how to use the tracking sheets to establish three targeted teaching groups and identify a learning focus for each group: https://pld-literacy.org/year-1-and-2/#step4



PLD's Year 1 & 2 Teaching Sequence applied in conjunction with this Year 1 & 2 Screening & Tracking Manual and consistent tracking will facilitate increased student outcomes and a higher degree of consistency across classrooms.

How to Get Started with PLD's Screening & Tracking?

- Step 1: Complete the Synthetic phonics within the junior primary online course or attend a seminar.
- Step 2: Download the Year 1 & 2 Teaching Sequence Manual.
- Step 3: Download this Year 1 & 2 Screening & Tracking Manual.
- Step 4: Register for, download and set up the PLD Tracking Sheets on a classroom or whole school level.
- Step 5: Review the Year 1 & 2 Teaching Sequence Manual for where to start teaching and this Screening & Tracking Manual for details on the first progress check.

Scan here for Year 1 & 2 Resources

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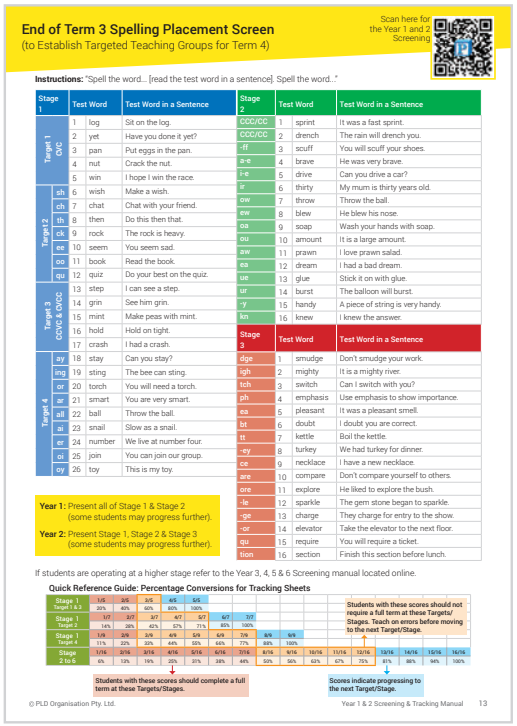
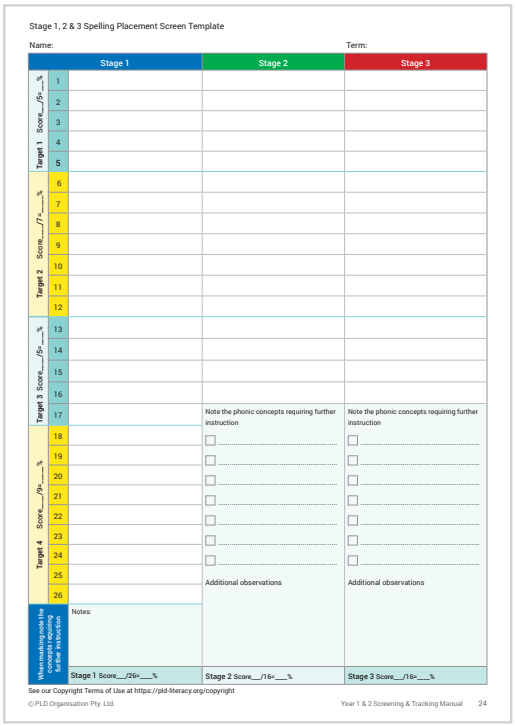
Overview of the Year 1 & 2 Literacy Assessments

The full versions of the screens below are located within this manual. For an outline of when to present each screen refer to the schedule on page 5.

The Year 1 & 2 Spelling Profiles are designed to track the emergence of phonic-based spelling skills. The screens are used to track skill development each term and to assist in planning targeted teaching and allocation of phonic-based spelling teaching and learning concepts.



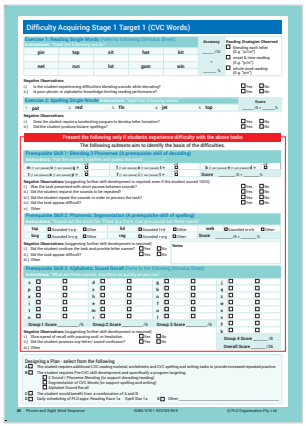




The Year 1 & 2 Early Reading Screen is a phonic-based single word reading assessment. It presents words that gradually increase in length and phonic complexity. The progression reflects PLD's Structured Synthetic Phonics approach. The assessment takes less than five minutes to present and can be used to determine the level of the decodable readers and to track progress.



The Irregular High Frequency Words Check is designed to track the reading and spelling development of high frequency words that do not adhere to regular phonic concepts.



The Difficulty Acquiring Stage 1 Target 1 Screen has been designed to be presented when students are slow to progress. The screen identifies why students are experiencing difficulties and what plan to establish when these difficulties are occurring.

Scheduling PLD Screening & Tracking in Year 1 & 2

	Term 1	Term 2	Term 3	Term 4
By the end of Week 1	**Spelling Placement Screen** Present the Week 1 in Term 1 spelling placement screen • Year 1 - All of Stage 1. • Year 2 - All of Stage 1 & 2. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups. • Set a differentiated learning focus for each group for Term 1.		**Year 1 Phonics Check:** Weeks 3-5 Scan here to learn more about the Phonics Check	**Standardised Assessments** Allocate a date during the semester (we recommend in November) to administer standardised tests to calculate each student's reading and spelling ages. There are many testing options available on the market. Please see our support website for recommendations. Enter the results into the PLD tracking sheets.
By the end of Week 2	**Early Reading Screen** Present the screen to all Year 1 & 2 students. **Reporting** • Populate tracking sheet with student results. • Use the results to allocate appropriate **decodable** reading books.	**Early Reading Screen** Present the screen to all Year 1 & those Year 2 students still to complete the screen. **Reporting** • Populate tracking sheet with student results. • Use the results to allocate appropriate **decodable** reading books for Year 1 and some Year 2 students.	**Early Reading Screen** Present the screen to all Year 1 & those Year 2 students still to complete the screen. **Reporting** • Populate tracking sheet with student results. • Use the results to allocate appropriate **decodable** reading books for Year 1 & some Year 2 students.	**Early Reading Screen** Present the screen to all Year 1 & those Year 2 students still to complete the screen. **Reporting** • Populate tracking sheet with student results. • Use the results to allocate appropriate **decodable** reading books for Year 1 & some Year 2 students.
Weeks 1-9	**Explicit Teaching Phase** Refer to the PLD Year 1 & 2 Teaching Sequence Manual.			
By the end of Week 10	**Spelling Placement Screen** Present the end of Term 1 screen • Year 1 - All of Stage 1 & 2. • Year 2 - All of Stage 1, 2 & 3. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups. • Set a differentiated learning focus for each group for Term 2.	**Spelling Placement Screen** Present the end of Term 2 screen • Year 1 - All of Stage 1 & 2. • Year 2 - All of Stage 1, 2 & 3. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups. • Set a differentiated learning focus for each group for Term 3.	**Spelling Placement Screen** Present the end of Term 3 screen • Year 1 - All of Stage 1 & 2. • Year 2 - All of Stage 1, 2 & 3. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups. • Set a differentiated learning focus for each group for Term 4.	Prepare handover information. Scan here for recommendations

Screening & Tracking Low Ability			
Term 1	Term 2	Term 3	Term 4
For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 2. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 3. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 4. Optional: Present the irregular HFW screen.	Optional: Present the irregular HFW screen.

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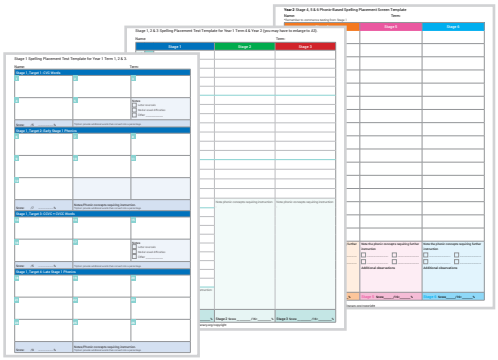
How to Administer the Spelling Placement Screens
(in Week 1 of Term 1)

The Year 1 & 2 Spelling Placement Screens are designed to track the development of single word spelling ability based upon PLD's Structured Synthetic Phonics sequence. The information gained will highlight the areas requiring further targeted teaching and will also assist in the allocation of spelling lists. Refer to page 5 for when to schedule these assessments. Please note that the test words will change every term.

Materials Required:

Writing Pencil



Student Spelling Template



Spelling Placement Screen for Year 1 & 2 students

Preparation

- Duplicate the relevant student spelling template for each student. They may need to be enlarged to A3. Be sure to select the appropriate template according to which stages you are testing.
- It is recommended that the spelling screen is presented to the whole class in one sitting.
- Have each student put a book on their desks so they can read if asked to discontinue.
- Explanation to each group: "We are going to complete a spelling review. The words will gradually become more difficult. When I tap you on the shoulder you can stop writing and read a book. Let's get started. Listen carefully to the words I am asking you to spell and do your best. Please do not use an eraser. "

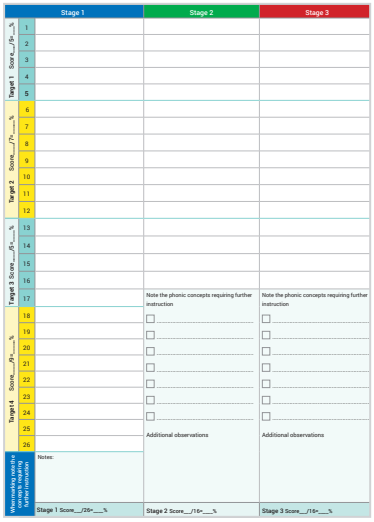
Instructions

- "Word number one is ….. [It is optional to place the test word in a sentence]. Write the word …."
- Repeat the process for each word within the stages.
- It is preferable to continue testing according to the year level recommendations below. Some students will require testing beyond the recommended stages so be sure to have additional copies of the subsequent templates so testing can continue.



Year 1: Present all of Stage 1
(some students may progress further).

Year 2: Present Stage 1 & Stage 2
(some students may progress further).



Step 1: Administer the Spelling Placement Screen

Spelling Placement Screens are conducted at the beginning of the school year (ideally Term 1, Week 1) and at the end of Terms 1, 2 and 3 (to establish targeted teaching groups for Terms 2, 3 and 4).

Spelling Screens are located in the downloadable Screening and Tracking Manual.

Step 2: Correct Spelling Tests and Convert Scores to a Percentage

Correct each student's spelling test and use the handy percentage converter located in the Screening and Tracking Manuals, to calculate percentage scores quickly and easily.

Marking Key: The marking key covers common issues such as letter reversals and when to mark the word correct, or incorrect, at this age and stage.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

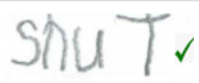
Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5											
	20%	40%	60%	80%	100%											
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7									
	14%	28%	42%	57%	71%	85%	100%									
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9							
	11%	22%	33%	44%	55%	66%	77%	88%	100%							
Stage 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%

Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

Please note: Spelling test words are only marked correct if they are SPELLED correctly and in FULL. Words are NOT marked correct if the phonic pattern is correct but there are other errors within the word.

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters?	Yes. Letter reversals are a common occurrence in the first years of learning to spell and write. Repeated practise forming letters (and particularly letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues.	(snip) 
What happens when the student reverses a 'b' or 'd'?	When the word 'rod' is spelled 'rob' (with a reversal of a d) technically this is an error. However, within the first years of learning to spell, such errors are common and a degree of flexibility can be shown in this initial period of screening.	Suggestion: Focus on these letters reinforcing starting points and verbal cues.
Do I mark the word correct when the student uses capital letters?	Yes. When students write their spelling words with some (or all) upper-case letters, this reflects a handwriting weakness and not a spelling issue. This observation signals the need for intensive lower-case letter formation skill development.	(shut) 
Do I mark the word correct when the student writes the correct phonic pattern but other letters in the test word are incorrect?	No! Spelling test words are only marked correct if they have been spelled correctly. If the target phonic pattern is correct, but other errors exist within the word, then technically the word should still be marked incorrect. Including the phonic pattern means that the concept is emerging but it definitely has not been mastered and is not ready for transference into writing.	(dish)  (much) 
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who experienced multiple ear infections, who present with language delays, or for whom English is not a first language to experience difficulties with medial vowels e.g. a/u or i/e. This observation signals the need for targeted teaching in the area. Keep in mind, within Stage 1 Target 2 and 3, additional medial vowel practice will occur.	(luck) 

Tip! For delayed students, when marking your Spelling Placement Tests, highlight any phonic errors. This will come in handy later when you need to group students according to ability and targeting any common errors.

Step 3: PLD Digital Tracking Sheets

The PLD digital tracking sheets combine test results from paper-based assessments into one document, making it easier for schools to organise PLD programs across different classes and grade levels. These tracking sheets are a key part of PLD's teaching method.

By assessing students' progress every term, teachers can understand their abilities better. This helps them divide students into **three** teaching groups based on their needs, making it easier to give personalised and differentiated instruction. Using these tracking sheets, teachers can track students' skill development and create plans to improve their learning.

After completing the screening, the results (i.e. percentage scores from each stage) are entered into the tracking sheets.

Tip! PLD suggests using the latest tracking sheets, instead of versions from previous years. The current versions have enhancements and can be download at: https://pld-literacy.org/plds-tracking-sheets/

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Step 4: Highlight Teaching Focus

FAQ: **What to highlight?**

Answer: **What you intend to teach and where student scores fall below the required 80-85%.**

Once spelling percentage scores are entered into the tracking sheets, begin HIGHLIGHTING (in yellow) one to two cells (maximum) for each student where their scores start to typically fall below the required 80-85% mastery in each Stage/Target of learning. This process is the beginning stages of organising the class into common groups, and ultimately the **three** targeted teaching groups for the term. These groups will drive your SSP plan and what you intend to teach over the next 9-10 weeks of the school term.



Tip! *See the typical example of a Term 1, Week 1, set of class results for a Year 1 class.*

			Term 1								
			Difficulty Acquiring Stage 1, Target 1 Page 27 in the Year 1&2 Screening & Tracking Manual			Term 1 Focus: Testing & data entry within week 1, Term 1 Page 9 in the Year 1&2 Screening & Tracking Manual					
Useful Links:			Only Students Scoring 0%-20% in CVC			Stage 1				Stage 2	Stage 3
Year 1 & 2 Teaching Sequence manual	Using the Tracking Sheets in Year 1 & 2		Pre-Requisite Skill 3 Alphabet Sounds	Pre-Requisite Skill 1 Blending 3	Pre-Requisite Skill 2 Segmentatio	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi		
Christian Name	Background, Diagnoses, Difficulties etc	Year	/26 Raw	/5 =Enter %	/5 =Enter %	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %
			Term 1 Focus: Revise letter Sounds/ early CVC								
Speech		1	22	16%	0%	0					
Awaiting TADS ass		1	20	100%	0%	0					
		1				100	100	100	11		
Speech		2	24	80%	40%	20					
ADHD		1				60	0				
Speech		2				60	0				
		1				100	100	100	88	31	
		1				100	42	0			
		2	17	100%	0%	0					
Speech		1				80	71	60	0		
ASD		2				100	85	80	77	56	19
ADHD		1				100	71	100	0		
		1				100	85	80	0		
		1				100	85	80	44	*	
Speech		2				100	42	80	0		
		1				100	85	80	33	13	
		1				100	100	100	88	*	
		1				60	42	60	22	13	0
		2				100	88	80	55	31	0
		2				100	100	100	100	75	19

Step 5: Organise Three Targeted Teaching Groups

Initially, students are organised in alphabetical order. Highlighting helps to organise each class into **three** tiers for teaching and learning. Once the highlighting for the class is complete, start cutting and pasting students to form common focus areas. Organise Tier 1 students at the base of the sheet, Tier 3 at the top, as per the examples in the Screening & Tracking Manuals.

PLD recognises the range of abilities within classes, so teachers can adapt instruction accordingly. By using tracking sheets, teachers can categorise students into three flexible tiers based on collected data. These groupings may change throughout the year.



Tip! *Sometimes two stages may need to be grouped together. See the example pictured for the Tier 2 focus. Eg. Stage 1 Target 2 and Target 3.*

		Difficulty Acquiring Stage 1, Target 1 Page 27 in the Year 1&2 Screening & Tracking Manual			Term 2 Focus: Testing & data entry within week 10,Term 1 Page 10 in the Year 1&2 Screening & Tracking Manual				
		Only Students Scoring 0%-40% in			Stage 1				Stage 2
		Pre-Requisite Skill 3 Alphabet	Pre-Requisite Skill 1 Blending 3	Pre-Requisite Skill 2 Segmentation	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi	
Christian Name	Background, Diagnoses, Difficulties etc	/26 Raw Score	/5 =Enter %	/5 =Enter %	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %
					Term 1 Focus: Stage 1 Target 1 and pre-CVC gaps				
	EADL	21	100%	801%	60	0	0	0	
	ASD	18	80%	60%	60	0	0	0	
	Hearing, IQ	19	80%	60%	40	0	0	0	
	Attention	24	100%	801%	60	0	0	0	
					Term 1 Focus: Stage 1 Target 2 & 3 Outline				
	Dyslexis				80	14	40	0	
	Ear Infections				100	28	60	0	
					100	14	20	0	
	Artic				100	57	20	0	
					80	57	20	0	
	Language				100	28	40	0	
					Term 1 Focus: Stage 1 Target 4 Following the Outline				
					100	85	80	33	
					100	85	100	22	
					80	85	100	22	
					100	85	80	33	
					80	100	100	22	
					100	85	80	33	
					80	100	100	22	
					100	100	80	33	
					80	85	80	22	
					80	85	80	22	
					100	85	80	33	
					80	100	100	22	
					100	85	80	33	
					100	85	80	33	

Step 6: Describe the Teaching Focus for Each Group for the Term

Once three groups have been identified, a plan is mapped for the upcoming term using the sequence outlined in the relevant Teaching Sequence Manuals.

Structured, repeated and targeted instruction helps students acquire the phonic-based reading, spelling and writing skills. Drawing from the placement tests and the clustered groupings in the tracking sheets, some students may work below or above the typical skill level. Teachers can access the prepared plans in the relevant Teaching Sequence Manuals for the most appropriate pre-prepared spelling lists, phonic dictation passages and additional tasks.



Tip! *For Tier 1 students (age appropriate or above) follow the Teaching Sequence, for the term. For Tier 2 and 3 students create a targeted plan on the basis of common errors.*

Essential Viewing:
Two short tracking sheet instructional viseos are available to view here: https://pld-literacy.org/year-1-and-2/#step4

Using PLD's Tracking Sheets with Fidelity

Common Issues

PLD emphasises the importance of using tracking sheets effectively to ensure a well-organised and successful implementation of the SSP program. Clear communication of the teaching plan enables classroom teachers to deliver SSP lessons with greater precision using the PLD teaching resources.

Based on the results of the termly placement tests, teachers will determine three instructional levels.

Tip! *Implementing a program with* ***fidelity*** *means following it precisely, much like following a recipe step-by-step, as it ensures that every aspect of the PLD Structured Synthetic Phonics program is carried out as intended, without any omissions or alterations, to get the best results for your students.*

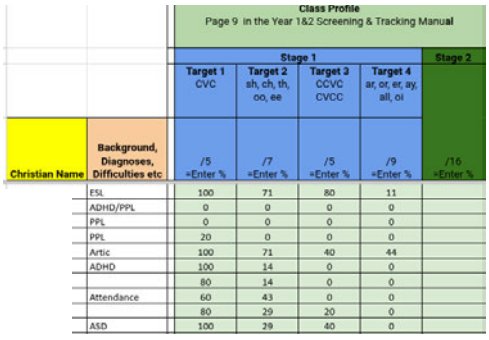
Common Issue 1: Halfway Complete

Steps 1, 2 & 3 have been done, but Steps 4, 5 & 6 are incomplete.

Completing only the percentage scores on the PLD tracking sheet does not fulfill the entire process. By stopping at this stage, the teacher is unable to formulate a targeted teaching plan for each group for the term.

In such instances, teachers are advised to watch the brief instructional video below:

- https://pld-literacy.org/year-1-and-2/#step4



Common Issue 2: Patchy Highlighting and Plan

Improve communication of the teaching plan for the term ahead by highlighting consistently.

The PLD process requires teachers to clearly identify the targeted teaching focus (highlighting in yellow, rather than patchy highlighting) and to provide a clear and concise description of the term's focus.

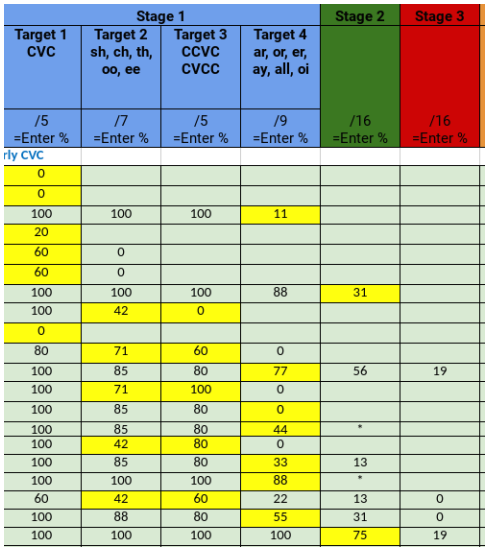
Teachers struggling to communicate a clear teaching focus are recommended to:

- After colour filling the cells that teachers intend to teach over the upcoming term. Organise students into groups.

In such instances, teachers are advised to watch the brief instructional video below:

- https://pld-literacy.org/year-1-and-2/#step4

Scan here to schedule a coaching session



Common Issue 3: Too Many Groups (4, 5 or 6 Group Scenario)

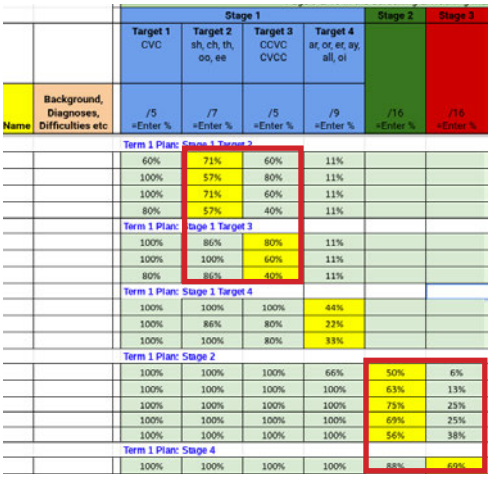
Three targeted teaching groups only.

The PLD process specifies the establishment of **three** targeted teaching groups on the tracking sheets. When teachers create four, five, or six groups, they create an impractical teaching scenario where delivering multiple levels of dictation later in the week becomes impractical.

In such cases, teachers are advised to:

- Broaden the scope of certain groups by merging groups.
- Follow this by scheduling a coaching session with a PLD School Support Coordinator, via the homepage. This will assist in organising three targeted teaching groups.

Scan here to schedule a coaching session



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Week 1 in Term 1 Spelling Placement Screen
(to Establish Targeted Teaching Groups for Term 1)

Scan here for the Year 1 and 2 Screening

Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1		Test Word		Test Word in a Sentence
Target 1 CVC		1	run	Run as fast as you can.
		2	mop	Please mop the floor.
		3	lip	She bit her lip.
		4	had	Yesterday I had my birthday.
		5	yes	Yes, you can play with me.
Target 2	sh	6	shut	Please shut the door.
	ch	7	chin	The baby had food on his chin.
	th	8	that	That is my pencil.
	ck	9	pick	You can pick what game to play.
	ee	10	weed	Mum pulled the weed from the garden.
	oo	11	moon	At night the moon is in the sky.
	qu	12	quiz	We had a quiz at school.
Target 3 CCVC & CVCC		13	snip	Snip the paper with the scissors.
		14	trip	We took a trip to the beach.
		15	send	Can you send me a letter?
		16	lump	There was a lump of ice in my juice.
		17	gold	The chain was made from gold.
Target 4	ay	18	clay	I made a bowl from clay.
	ing	19	bring	Bring your lunch to school.
	or	20	sport	Football is my favourite sport.
	ar	21	start	The race will soon start.
	all	22	small	My sister is small.
	ai	23	chain	The chain fell off my bike.
	er	24	under	The dog hid under the table.
	oi	25	point	Point to birds in the tree.
	oy	26	joy	To be happy is to be full of joy.

Stage 2		Test Word		Test Word in a Sentence
CCC/CC		1	strict	The rules at school are strict.
CCC/CC		2	squelch	Walking in mud can make a squelch sound.
-ss		3	press	Press the doorbell.
a-e		4	shape	A triangle is a shape with three sides.
i-e		5	line	Draw a line between the dots.
ir		6	skirt	I wear a skirt to work.
ow		7	window	Look out the window.
oa		8	toast	I have toast for breakfast.
ew		9	drew	He drew a picture of a house.
ou		10	count	Can you count the apples?
aw		11	yawn	When I am tired I yawn.
ea		12	steam	The kettle has steam coming out.
ue		13	clue	The clue helped me solve the riddle.
ur		14	hurt	He fell off his bike and hurt his leg.
-y		15	windy	It was a windy day at the beach.
kn		16	knife	Use a knife to cut the pie.

Stage 3		Test Word		Test Word in a Sentence
dge		1	edge	Don't get too close to the edge!
igh		2	midnight	They went to sleep at midnight.
tch		3	rematch	She demanded a rematch after losing the game.
ph		4	orphan	He was left an orphan.
ea		5	instead	Can I have chocolate instead of cake?
mb		6	plumber	Dad called the plumber to fix the toilet.
dd		7	rabbit	A rabbit likes to hop arround.
-ey		8	chimney	The smoke rose out of the chimney.
ce		9	disgrace	He left the army in disgrace.
air		10	repair	Mum will repair the broken table.
ore		11	before	Monday comes before Tuesday.
-le		12	grumble	Nan says I must not grumble.
-ge		13	orange	My favourite colour is orange.
-or		14	doctor	The doctor gave me medicine.
qu		15	liquid	Water is a liquid.
tion		16	action	I like action movies.

Year 1: Present all of Stage 1
(some students may progress further).

Year 2: Present Stage 1 & Stage 2
(some students may progress further).

If students are operating at a higher stage refer to the Year 3, 4, 5 & 6 Screening manual located online.

Quick Reference Guide:
Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5											
	20%	40%	60%	80%	100%											
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7									
	14%	28%	42%	57%	71%	85%	100%									
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9							
	11%	22%	33%	44%	55%	66%	77%	88%	100%							
Stage 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%

Students with these scores should not require a full term at these Targets/ Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

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End of Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 2)

Scan here for the Year 1 and 2 Screening

Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1		Test Word		Test Word in a Sentence
Target 1 CVC		1	dog	The dog likes bones.
		2	pen	Write your name in pen.
		3	pit	I fell in the pit.
		4	dam	The dam was full of water.
		5	rug	There is a rug on the floor.
Target 2	sh	6	dish	Put food on the dish.
	ch	7	rich	The man is rich.
	th	8	them	I want to go with them.
	ck	9	sock	I have lost one sock.
	ee	10	feed	Feed your dog.
	oo	11	shoot	Don't shoot the birds.
	qu	12	quit	He quit ballet.
Target 3 CCVC & CVCC		13	clap	The baby can clap.
		14	twin	I have a twin sister.
		15	sold	Dad sold our house.
		16	lift	Lift me up.
		17	went	I went to the shop.
Target 4	ay	18	sway	The tree will sway in the wind.
	ing	19	thing	What is that thing?
	or	20	north	Go north.
	ar	21	chart	Put your name on the chart.
	all	22	fall	The glass will fall.
	ai	23	paint	Mum will paint my room.
	er	24	never	Never be rude.
	oi	25	spoil	Mud will spoil your dress.
	oy	26	enjoy	Enjoy your holidays.

Year 1: Present all of Stage 1 & Stage 2 (some students may progress further).

Year 2: Present Stage 1, Stage 2 & Stage 3 (some students may progress further).

Stage 2		Test Word	Test Word in a Sentence
CCC/CC	1	strong	I am strong.
CCC/CC	2	thrust	She thrust her hands in her pockets.
-ll	3	spill	Don't spill your milk.
a-e	4	plate	Put your food on the plate.
i-e	5	spine	Your spine is your back.
ir	6	twirl	She loves to twirl and dance.
ow	7	elbow	He hurt his elbow.
ew	8	chew	Chew your food!
oa	9	roast	Dad made roast for dinner.
ou	10	ground	Put it on the ground.
aw	11	lawn	I mowed the lawn.
ea	12	cream	I love strawberries and cream.
ue	13	blue	My favourite colour is blue.
ur	14	purse	Put your money in the purse.
-y	15	sticky	Honey is sticky.
kn	16	knee	I scratched my knee.

Stage 3		Test Word	Test Word in a Sentence
dge	1	badge	He got the honour badge.
igh	2	delight	She squealed with delight.
tch	3	itchy	The bites are itchy.
ph	4	trophy	I won a trophy.
ea	5	thread	Thread the needle.
mb	6	crumb	The mouse ate the crumb.
gg	7	stagger	He walked with a stagger.
-ey	8	hockey	We play hockey.
ce	9	replace	Replace the batteries.
air	10	dairy	I am allergic to dairy.
ore	11	restore	Can you restore the program?
-le	12	sniffle	I have a sniffle.
-ge	13	plunge	Plunge into the pool.
-or	14	inspector	The inspector found termites.
qu	15	quaint	It is a quaint cottage.
tion	16	fiction	I love to read fiction.

If students are operating at a higher stage refer to the Year 3, 4, 5 & 6 Screening manual located online.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5										
	20%	40%	60%	80%	100%										
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7								
	14%	28%	42%	57%	71%	85%	100%								
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9						
	11%	22%	33%	44%	55%	66%	77%	88%	100%						
Stage 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%

Students with these scores should not require a full term at these Targets/ Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

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End of Term 2 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 3)

Scan here for the Year 1 and 2 Screening

Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1		Test Word		Test Word in a Sentence
Target 1 CVC		1	fog	It is a thick fog.
		2	get	Get your hat.
		3	pad	Write on the pad.
		4	sun	The sun is hot.
		5	fit	He is fit due to exercises.
Target 2	sh	6	shop	Go to the shop.
	ch	7	much	Do you have much money?
	th	8	with	Can I come with you?
	ck	9	luck	I wish you good luck.
	ee	10	keep	You can keep it.
	oo	11	hook	Put a worm on the hook.
	qu	12	queen	The queen has a crown.
Target 3 CCVC & CVCC		13	flag	The flag is flapping.
		14	glad	I am glad you are here.
		15	soft	Feathers are soft.
		16	pond	The ducks swim in the pond.
		17	bank	Put your money in the bank.
Target 4	ay	18	today	Today is a school day.
	ing	19	cling	She will cling to her mum.
	or	20	port	The ship sailed into port.
	ar	21	march	The soldiers march.
	all	22	stall	I have a stall at the fair.
	ai	23	brain	My brain is amazing.
	er	24	winter	In winter it rains a lot.
	oi	25	joint	Grandad gets joint pain.
	oy	26	boy	The boy can run.

Stage 2		Test Word		Test Word in a Sentence
CCC/CC		1	strand	One strand of the rope is red.
CCC/CC		2	squint	I squint on a sunny day.
-zz		3	frizz	I prefer hair without frizz.
a-e		4	skate	He likes to skate.
i-e		5	slime	There is slime in the pond.
ir		6	squirm	Spiders make me squirm.
ow		7	shallow	The pool is very shallow.
ew		8	grew	The seeds grew into big trees.
oa		9	coach	Our coach encourages us.
ou		10	around	There is a fence around the yard.
aw		11	straw	The little pig made a house of straw.
ea		12	reach	Can you reach the top?
ue		13	true	Only say what is true.
ur		14	nurse	The nurse looks after the sick people.
-y		15	frosty	It is a frosty winter day.
kn		16	know	I know where you live.

Stage 3		Test Word		Test Word in a Sentence
dge		1	pledge	A pledge is a promise.
igh		2	bright	The sun is very bright.
tch		3	stretch	Stretch before you exercise.
ph		4	dolphin	The dolphin eats fish.
ea		5	breakfast	I have toast for breakfast.
mb		6	thumb	He hit his thumb.
nn		7	channel	Dad will change the channel.
-ey		8	jockey	The jockey rode the horse.
ce		9	embrace	I saw mum and dad embrace.
are		10	aware	I was not aware you were coming too.
ore		11	ignore	Ignore the silly children.
-le		12	scribble	My brother likes to scribble.
-ge		13	hinge	The door hinge squeaks.
-or		14	spectator	Mum enjoys being a spectator on sports day.
qu		15	quarter	Come at a quarter past three.
tion		16	option	You have the option to stay.

Year 1: Present all of Stage 1 & Stage 2 (some students may progress further).

Year 2: Present Stage 1, Stage 2 & Stage 3 (some students may progress further).

If students are operating at a higher stage refer to the Year 3, 4, 5 & 6 Screening manual located online.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5										
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	14%	28%	42%	57%	71%	85%	100%								
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9						
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Stage 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16
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Scores indicate progressing to the next Target/Stage.

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End of Term 3 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 4)

Scan here for the Year 1 and 2 Screening

Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1		Test Word		Test Word in a Sentence
Target 1 CVC		1	log	Sit on the log.
		2	yet	Have you done it yet?
		3	pan	Put eggs in the pan.
		4	nut	Crack the nut.
		5	win	I hope I win the race.
Target 2	sh	6	wish	Make a wish.
	ch	7	chat	Chat with your friend.
	th	8	then	Do this then that.
	ck	9	rock	The rock is heavy.
	ee	10	seem	You seem sad.
	oo	11	book	Read the book.
	qu	12	quiz	Do your best on the quiz.
Target 3 CCVC & CVCC		13	step	I can see a step.
		14	grin	See him grin.
		15	mint	Make peas with mint.
		16	hold	Hold on tight.
		17	crash	I had a crash.
Target 4	ay	18	stay	Can you stay?
	ing	19	sting	The bee can sting.
	or	20	torch	You will need a torch.
	ar	21	smart	You are very smart.
	all	22	ball	Throw the ball.
	ai	23	snail	Slow as a snail.
	er	24	number	We live at number four.
	oi	25	join	You can join our group.
	oy	26	toy	This is my toy.

Stage 2		Test Word	Test Word in a Sentence
CCC/CC	1	sprint	It was a fast sprint.
CCC/CC	2	drench	The rain will drench you.
-ff	3	scuff	You will scuff your shoes.
a-e	4	brave	He was very brave.
i-e	5	drive	Can you drive a car?
ir	6	thirty	My mum is thirty years old.
ow	7	throw	Throw the ball.
ew	8	blew	He blew his nose.
oa	9	soap	Wash your hands with soap.
ou	10	amount	It is a large amount.
aw	11	prawn	I love prawn salad.
ea	12	dream	I had a bad dream.
ue	13	glue	Stick it on with glue.
ur	14	burst	The balloon will burst.
-y	15	handy	A piece of string is very handy.
kn	16	knew	I knew the answer.

Stage 3		Test Word	Test Word in a Sentence
dge	1	smudge	Don't smudge your work.
igh	2	mighty	It is a mighty river.
tch	3	switch	Can I switch with you?
ph	4	emphasis	Use emphasis to show importance.
ea	5	pleasant	It was a pleasant smell.
bt	6	doubt	I doubt you are correct.
tt	7	kettle	Boil the kettle.
-ey	8	turkey	We had turkey for dinner.
ce	9	necklace	I have a new necklace.
are	10	compare	Don't compare yourself to others.
ore	11	explore	He liked to explore the bush.
-le	12	sparkle	The gem stone began to sparkle.
-ge	13	charge	They charge for entry to the show.
-or	14	elevator	Take the elevator to the next floor.
qu	15	require	You will require a ticket.
tion	16	section	Finish this section before lunch.

Year 1: Present all of Stage 1 & Stage 2 (some students may progress further).

Year 2: Present Stage 1, Stage 2 & Stage 3 (some students may progress further).

If students are operating at a higher stage refer to the Year 3, 4, 5 & 6 Screening manual located online.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5											
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Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7									
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Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9							
	11%	22%	33%	44%	55%	66%	77%	88%	100%							
Stage 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%

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Scores indicate progressing to the next Target/Stage.

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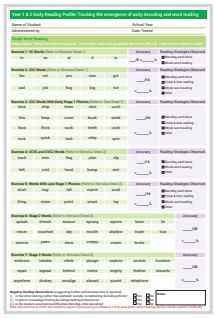
Year 1 & 2 Early Reading Screen Instructions

The Year 1 & 2 Early Reading Screen is a quick single-word reading assessment. It presents words that gradually increase in length and phonic complexity. The progression reflects PLD's Structured Synthetic Phonics teaching sequence. The assessment should take no more than five minutes to present and should be used to determine the appropriate range of decodable books that students require for home and in-class reading.

Materials Required:



Coloured Pen



Student Record Form



Stimulus Sheets 1-3

Coloured Piece of Card

Preparation

Duplicate the Student Record Form for each child on page 16 and fill in the student's details at the top of the page. Use the coloured pen to fill in the name of the person administering the test and the date.

Instructions

- Say: "You are going to do some reading for me. Place your finger under each word and read each one. I will tell you when to stop."
- Use the coloured card to reveal one line of text at a time.
- This should take no more than five minutes per student.

Discontinue Rule

Continue to read through the allocated exercises until the student makes five consecutive errors or if the student is visibly fatiguing or reluctant to continue.

Marking & Scoring the Reading Test Items

As a rule, record what the student has said (not just a tick or cross). This will provide information on the student's reading strategies. Use a different coloured pen each time you present the screen.

Correct Reading of the Test Word	Example 1: Read the word 'tap'	Example 2: Read the word 'shop'
Sounds out and blends each alphabet sound (and digraph).	t/a/p ✔	sh/o/p ✔
Sounds out with 'chunking' of some letters. May also be described as onset & rime reading.	t/ap ✔	sh/op ✔
Reads the word automatically as a whole word, without sounding aloud or 'in the student's head'.	tap ✔	shop ✔
Incorrect Reading of the Test Word (always write down what the student verbalised)	top ✖	shed ✖
Sounds out the word, but does not blend.	t . . . ap ✖	sh . . . op ✖
No response or would not attempt.	?	?
Other observations		
Self Corrected (SC) and reread (or re-attempted) the word.	t/a/p = tat SC ✔	sh/o/p = ship SC ✔
Rereads when a student loses their place and rereads a line(s) of words.	RR	RR
When the student is prompted with alphabet sounds, phonic sounds or blending.	P	P

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Year 1 Semester 1
(to Assign Decodable Reading Books)

Scan here to view Junior Primary Decodable Books

Within Semester 1, the majority of students should typically display one or more of the following screening observations:

Accuracy
- Exercise 3 & 4 reading accuracy should now be very high e.g. 80%-100%.
- Exercise 5 reading accuracy will increase as phonic learning occurs.

Reading Strategies
- Within this semester automatic full word reading should emerge. Students will still be observed decoding an occasional word, but whole word reading should begin to be the dominant reading strategy.

Other Relevant Observation
- The speed of reading should improve from previous samples collected.

A reading sample from a student in Semester 1 Year 1:

Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	20 /20	☐ Blending each letter
this	keep	room	book	week	=100 %	☑ Onset & rime reading
food	thick	suck	teeth	cook		☑ Whole word reading
rock	quick	look	whip	quiz		☐ Other

Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
track	twin	flag	plan	clip	10 /10	☐ Blending each letter
left	cold	hand	bump	rent	=100 %	☑ Onset & rime reading
						☑ Whole word reading
						☐ Other

Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
short	tray	fall	march	small	10 /10	☑ Blending each letter
thing	sister	point	smart	toy	=100 %	☑ Onset & rime reading
						☐ Whole word reading
						☐ Other

Stage 1 Target 1, 2 & 3 Books (Foundation)



Stage 1 Target 4 and Stage 2 Books (Year 1)



Use the results to assign appropriate decodable reading material that correlates with exercises within the early reading screen for home & in-class reading.

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
at	it	in	is	on	___/5 =_____%	☐ Blending each letter
						☐ Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	_____/10	☐ Blending each letter
						☐ Onset & rime reading
net	run	jog	gum	win	=_____%	☐ Whole word reading
						☐ Other

recommended reading books

Stage 1 VC & CVC

PLD's Decodable Reading Books Foundation Semester 1
- DRs1, DRs2, DRs3, DRs4

Compatible Sets by Other Publishers:
- DLset1, DRset1
- HRset1b, Mdog1x

Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3)					Accuracy	Reading Strategies Observed
shop	chin	that	shed	rich	_____/20	☐ Blending each letter
						☐ Onset & rime reading
rash	thin	thick	much	them		☐ Whole word reading
					=_____%	☐ Other
moon	hook	feed	weed	luck		
took	queen	shoot	when	quit		

Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed
skip	smell	trip	slip	glad	_____/10	☐ Blending each letter
						☐ Whole word reading
sank	wink	camp	held	gold	=_____%	☐ Other

Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed
sport	away	never	spark	train	_____/10	☐ Blending each letter
						☐ Onset & rime reading
faint	under	sharp	noise	enjoy		☐ Whole word reading
					=_____%	☐ Other

PLD's Foundation Semester 2 Decodable Reading Books
- DRs5, DRs6, DRs7, DRs8

Compatible Sets by Other Publishers:
- DLset2, DRset2, SVset1, L1mail

Year 1 & 2 Catch-Up:
- HRset2b, MDog1, ThatDog, MagBelt1

Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)							Accuracy
strap	shrunk	splint	scrap	thirty	scream	tie	_____/20
nurse	toadstool	scorch	ground	pillow	knife	clue	
slippers	saw	blew	dusty	flower	smoke		=_____%

recommended reading books

Stage 1 and Stage 2

PLD's Year 1 Decodable Reading Books
- DRs8, DRs9, DRs10

Year 1 & 2 Catch-Up Books:
- HRset2b, HRset34b, MDog3, GragonEggs, Alba, Island, Talisman12, Totem1

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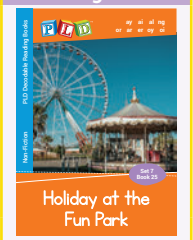
Year 1 Reading Book Allocation

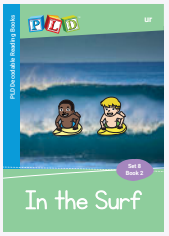
Scan here to view Year 1 Decodable Books

PLD's Structured Synthetic Phonics program is an evidence-based, comprehensive curriculum closely aligned with the Science of Reading. The teaching sequence starts with the basics of the initial (simple) code and then progresses to the extended code.

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books
CCVC CVCC	ay tray	ai rain	or horse	ar star	al ball	er/er her finger	ng king	oy, oi oyster coin	revision	 Set 7
♥ Words: so, no, go, put, pull			♥ what, said, more, have			♥ they, one, two				

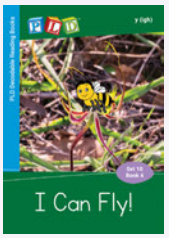
Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books
ir bird	ur church	revise er, ir, ur	ea leaf	revise ee, ea	aw straw	oa goat	ow bow	ou cloud	ow owl	 Set 8
♥ Words: there, their, where, even			♥ come, some, something, someone, sometimes			♥ want, watch, water, people				

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books
revise ou, ow	a-e, e-e, i-e, o-e, u-e	a-e cake	i-e vine	e-e Steve	o-e smoke	u-e cube	ll, ss, ff, zz	triple consonant blends	revision	 Set 9
♥ Words: after, ask father, last			♥ fast, class, afternoon, basketball			♥ does, gone, here, were				

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books
revise a-e, e-e, i-e, o-e, u-e	ew, ue screw glue	revise ew, ue, oo	y puppy	homo-phones with ee, ea	multi-syllabic	y cry	HFW ♥ words	HFW ♥ words	revision	 Set 10
♥ Words: won, above, other			♥ front, love, another, mother			♥ month, brother				

Year 1 & 2 Early Reading Screen: Tracking the emergence of early decoding and word reading

Name of Student			School Year		
	Date	Administered by		Date	Administered by
Term 1			Term 3		
Term 2			Term 4		

Single Word Reading

Instructions: "Read the following words. They will gradually become more difficult. I will tell you when to stop."

PLD Decodable Reading Books



Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies
in	on	at	it	is	____/5 =____%	☐ Blending each letter ☐ Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies
fan	vet	yes	sum	got	____/10 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
sad	job	hug	big	nut		

Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies
shut	chip	them	shot	such	_____/20 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		



Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies
track	twin	flag	plan	clip	____/10 =_____%	☐ Blending each letter ☐ Whole word reading ☐ Other
left	cold	hand	bump	rent		



Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies
short	tray	fall	march	snail	_____/10 =_____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
thing	sister	point	smart	toy		



Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 3)							Accuracy
splash	drench	season	sprung	squirm	knee	lie	_____/20 =_____%
return	coached	sky	mouth	shallow	trade	true	
swerve	yawn	drew	creepy	crown	broke		



Exercise 7: Stage 3 Phonic Concepts (Refer to Stimulus Sheet 3)							Accuracy
embrace	twinkle	climb	plunge	explore	stretch	function	_____/20 =_____%
repair	appear	behind	visitor	mighty	feather	towards	
anywhere	donkey	smudge	aboard	quaint	telephone		



Negative Reading Observations (suggesting further skill development is required):

i.) Is the letter naming (rather than alphabet sounds) complicating decoding efforts? ☐ Yes ☐ No

ii.) Is phonic knowledge limiting decoding/reading performance? ☐ Yes ☐ No

iii.) Is the student experiencing difficulties blending while decoding? ☐ Yes ☐ No

Notes

Note the exercise at which the student's speed of processing decreases (i.e they slow down when reading), as this can be a point of difficulty.

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Early Reading Screen - Stimulus Sheet 1

"Read the following words. They will gradually become more difficult. I will tell you when to stop." (Use card to cover the words in next line/s.)

Exercise 1: VC Words

in	on	at	it	is

Exercise 2: Stage 1 Target 1

fan	vet	yes	sum	got
sad	job	hug	big	nut

Exercise 3: Stage 1 Target 2

shut	chip	them	shot	such
this	keep	room	book	week
food	thick	suck	teeth	cook
rock	quick	look	whip	quiz

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Early Reading Screen - Stimulus Sheet 2

Exercise 4: Stage 1 Target 3

track twin flag plan clip

left cold hand bump rent

Exercise 5: Stage 1 Target 4

short tray fall march snail

thing sister point smart toy

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Early Reading Screen - Stimulus Sheet 3

Exercise 6: Stage 2 Phonic Concepts

splash	drench	season	sprung	squirm
knee	lie	return	coached	sky
mouth	shallow	trade	true	swerve
yawn	drew	creepy	crown	broke

Exercise 7: Stage 3 Phonic Concepts

embrace	twinkle	climb	plunge
explore	stretch	function	repair
appear	behind	visitor	mighty
feather	towards	anywhere	donkey
smudge	aboard	quaint	telephone

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Which Students Still Require Decodable Reading Material?

Task 1: The Early Reading Screen

Task 2: Words Read Correctly Per Minute (WCPM)

Scan here for Fluency Training Video

Beyond Year 1, those students who lack fluency will still require decoable reading material. Fluency is important because of its strong correlation with reading comprehension. Students who lack fluency will experience reduced comprehension. Fluency comprises of accuracy, reading rate, expression (or prosody) and automaticity and can be monitored by calculating WCPM.

Name of Student		Year	
Administered By		Date of Sample	

Preparation

Select an unfamiliar passage that is appropriate for the student's reading level. Make two copies. One copy is for the student to read from and the other is to be inserted into the space below.

Instructions

1. Present a new and unseen passage to the student to read for one minute (set a timer for 60 seconds).
2. Encourage the student to do their best reading, not their fastest reading.
3. Use a clipboard so the student cannot see you write.
4. Place a mark above each word they read incorrectly.
5. If they stop on a word, give them three seconds before providing the word and mark it as an error.
6. Set a timer for 60 seconds. Stop when the alarm sounds.

Insert copy of a passage here:

Calculation:

The total number of words read in 60 seconds:		The total number of words read incorrectly in 60 seconds:		The answer is 'Words Correct Per Minute' (WCPM):
	subtract		equals	

Outcome:

☐ The student's WCPM is not age appropriate (hence decodable reading books are required).

☐ The student's WCPM is appropriate and student read with expression and smoothness (and hence does not require decodable reading books).

Average Rates of Reading (Konza, 2012)

- By the end of Year 1: 60 words correct per minute.
- By the end Year 2: 90-100 words correct per minute. and
- In Years 3–6: 100–120 words correct per minute.
- Skilled adult readers: approximately 180 words correct per minute.

Reference: https://www.ecu.edu.au/__data/assets/pdf_file/0005/663701/SA-DECS-Fluency-doc.pdf

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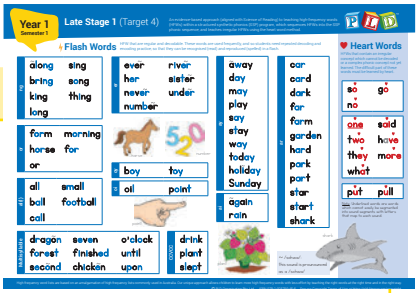
Screening the Reading & Spelling of Irregular High Frequency Words (Optional)

Scan here for High Frequency Words Resources

Review Semester 1 & 2 irregular high frequency word knowledge through the presentation of the screens below. This check could be presented in Week 10 of Terms 2 & 4. For more information see the outline located on page 5.



Charts can be downloaded at https://pld-literacy.org/phonic-sequence/

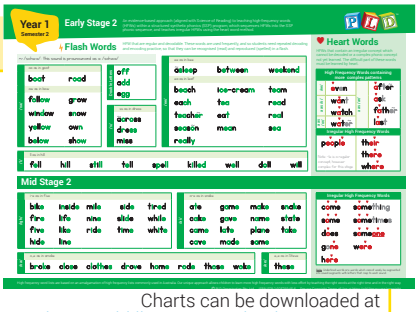
Year 1 Semester 1

so go no one

what two said more

have they put pull

Reading Score	/12	**Observations:**
Spelling Score	/12	



Charts can be downloaded at https://pld-literacy.org/phonic-sequence/

Year 1 Semester 2

even want watch

water after ask

father last people their

there where come some

does gone here something

sometimes someone were

Reading Score	/21	**Observations:**
Spelling Score	/21	

If students are operating at lower PLD Stages, refer to the Foundation Screening & Tracking Manual for the HFW check.

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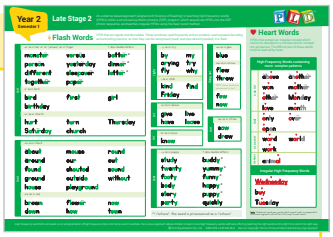
Screening the Reading & Spelling of Irregular High Frequency Words (Optional)

Review Semester 1 & 2 irregular high frequency word knowledge through the presentation of the screens below.
This check could be presented in week 10 of Terms 2 & 4. For more information see the outline located on page 5.

Year 2 Semester 1



Charts can be downloaded at
https://pld-literacy.org/phonic-sequence/

above another won

mother other Monday

love Wednesday only over

open word world work

animal month buy Tuesday

Reading Score /18 Spelling Score /18	**Observations:**

Year 2 Semester 2



Charts can be downloaded at
https://pld-literacy.org/phonic-sequence/

aunty laughed earth

heard learn city

excited princess because caught

dinosaur ghost often hour guys

autumn answer castle write

Reading Score /19 Spelling Score /19	**Observations:**

If students are operating at lower PLD Stages, refer to the previous page or the Foundation Screening & Tracking Manual for the HFW check.

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Stage 1 Spelling Placement Screen Template for Year 1 Term 1, 2 & 3.

Name: Term:

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes ☐ Letter reversal ☐ Medial vowel difficulties ☐ Other observations
Score: /5 .....%	*Option: provide additional words then convert into a percentage.	

Stage 1, Target 2: Early Stage 1 Phonics		
6	7	8
9	10	11
12		
Score: /7 .....%	Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.	

Stage 1, Target 3: CCVC + CVCC Words		
13	14	15
16	17	Notes ☐ Letter reversal ☐ Medial vowel difficulties ☐ Other observations
Score: /5 .....%	*Option: provide additional words then convert into a percentage.	

Stage 1, Target 4: Late Stage 1 Phonics		
18	19	20
21	22	23
24	25	26
Score: /9 .....%	Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.	

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Stage 1, 2 & 3 Spelling Placement Screen Template

Name: Term:

		Stage 1	Stage 2	Stage 3
Target 1 Score___/5=___%	1			
	2			
	3			
	4			
	5			
Target 2 Score___/7=___%	6			
	7			
	8			
	9			
	10			
	11			
	12			
Target 3 Score___/5=___%	13			
	14			
	15			
	16			
	17		Note the phonic concepts requiring further instruction ☐ ..... ☐ ..... ☐ ..... ☐ ..... ☐ ..... ☐ ..... ☐ ..... Additional observations	Note the phonic concepts requiring further instruction ☐ ..... ☐ ..... ☐ ..... ☐ ..... ☐ ..... ☐ ..... ☐ ..... Additional observations
Target 4 Score___/9=___%	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
	26			
When marking note the concepts requiring further instruction		Notes:		
		Stage 1 Score___/26=___%	**Stage 2** Score___/16=___%	**Stage 3** Score___/16=___%

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Screens for Students Experiencing Difficulty

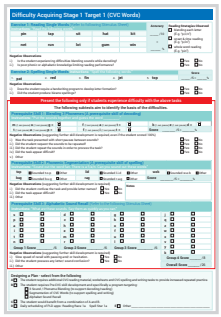
(or Slow to Progress Through Stage 1 - Target 1, 2 & 3)

These screens have been designed for students who are slow to progress through Stage 1. The results from the screens help to formulate a plan of action to work with the specific difficulties. The screens aim to highlight what additional skills may require targeting and should inform the efforts of parents and support staff, and direct teachers to make modifications within the classroom.

Materials Required:



Coloured Pen



Student Record Forms



Stimulus Sheets

Coloured Piece of Card

Preparation

Duplicate the Student Record Forms located in the Appendix for each student who is experiencing difficulty progressing through Stage 1 Target 1, 2 & 3.

Estimated Time Allocation

- Each screen should take no more than 10 minutes per student to administer.

Instructions for Exercise 1: Reading Single Words (in each of the screens)

- Use the coloured card to reveal one line of text at a time.
- Say: "You are going to do some reading for me. Place your finger under each word, and read each one. I will tell you when to stop."
- This should take one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

Instructions for Exercise 2: Spelling Single Words

- "Spell the word ….. [place it in a sentence]. Spell the word …."
- Repeat the process for each word in the subtest(s).
- Apply the rules for marking the spelling attempts as per the instructions on page 7.

Instructions for Subtest 1: Blending

- Use the coloured card to reveal one line of text at a time.
- Say: "Put the sounds together and say the word _____."
- This should take one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

Instructions for Subtest 2: Segmentation

- Use the coloured card to reveal one line of text at a time.
- Say: "Sound out the word fan. There is a f/a/n. Can you sound out these words?"
- This should take one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

Instructions for Subtest 3: Alphabet/Phonic Sound Recall

- Use the coloured card to reveal one line of text at a time.
- Say: "What are these sounds? Say them as quickly as you can."
- This should take one to two minutes per student.
- Apply the rules for recording the reading attempts as per the Early Reading Screen on page 16.

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Students Entering Year 1 & 2 Scoring 0% to 40% on the Stage 1 Target 1 (CVC) Screens

Scan here for Pre-CVC Programs

When students enter Year 1 & 2 with very low literacy skills it can be challenging for teachers. While some students can be assigned CVC (or Stage 1 Target 1) reading, spelling and writing tasks, for a proportion of students this will not be appropriate as they may require pre-CVC skills to be targeted.

Supporting these Pre-CVC Students Requires Two Key Steps:

Step 1: Identification of the pre-literacy skills that require targeted teaching using the first Assessment for Students Experiencing Difficulty With Stage 1. This screen is located within the Year 1 & 2 Screening & Tracking Manual. The short subtests aim to identify which pre-literacy skills require skill development so that progress through Stage 1 can occur.

Phonemic awareness

skills are highly correlated with the development of early reading and spelling. If students experienced multiple ear infections, if English is not their first language, if dyslexia occurs within a family or if the student has a speech or language delay, phonemic awareness may require additional targeted teaching within Year 1 & 2. Students need to be able to blend in order to decode CVC words and they need to be able to segment to be able to spell CVC words.

Alphabet sounds

(rather than letter names) are more important for early reading and spelling. It is very common in Year 1 or 2 to find students who have gaps in their alphabet knowledge.

Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)
Instructions: "Put the sounds together and guess the word _____."

m (1 sec pause) **u** (1 sec pause) **g** =	☐	**f** (1 sec pause) **a** (1 sec pause) **t** =	☐	**b** (1 sec pause) **e** (1 sec pause) **d** =	☐
t (1 sec pause) **a** (1 sec pause) **p** =	☐	**f** (1 sec pause) **i** (1 sec pause) **t** =	☐	**Score** _____ /5 = _____%	

Negative Observations (suggesting further skill development is required, even if the student scored 100%)
i.) Was the task presented with short pauses between sounds? ☐Yes ☐No
ii.) Did the student request the sounds to be repeated? ☐Yes ☐No
iii.) Did the student repeat the sounds in order to process the task? ☐Yes ☐No
iv.) Did the task appear difficult? ☐Yes ☐No
v.) Other

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)
Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words"

top	☐Sounded t-o-p	☐Other	**lid**	☐Sounded l-i-d	☐Other	**web**	☐Sounded w-e-b ☐Other
bug	☐Sounded b-u-g	☐Other	**rag**	☐Sounded r-a-g	☐Other	**Score**	_____ /5 = _____%

Negative Observations (suggesting further skill development is required)
i.) Did the student confuse the task and provide letter names? ☐Yes ☐No
ii.) Did the task appear difficult? ☐Yes ☐No
iii.) Other

Notes

Prerequisite Skill 3: Alphabetic Sound Recall (Refer to the following Stimulus Sheet)
Instructions: "What are these sounds. Say them as quickly as you can."

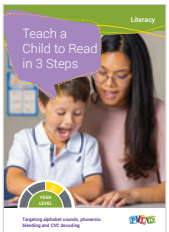
s	☐	☐	**d**	☐	☐	**g**	☐	☐	**j**	☐	☐
p	☐	☐	**c**	☐	☐	**b**	☐	☐	**q**	☐	☐
a	☐	☐	**h**	☐	☐	**o**	☐	☐	**z**	☐	☐
i	☐	☐	**e**	☐	☐	**f**	☐	☐	**w**	☐	☐
t	☐	☐	**r**	☐	☐	**u**	☐	☐	**x**	☐	☐
n	☐	☐	**m**	☐	☐	**l**	☐	☐	**v**	☐	☐
Group 1 Score _____ /6			**Group 2 Score** _____ /6			**Group 3 Score** _____ /6			**y**	☐	☐
									k	☐	☐
									Group 4 Score _____ /8		
									Overall Score _____ /26		

Negative Observations (suggesting further skill development is required)
i.) Slow speed of recall with pausing and/or hesitation. ☐Yes ☐No
ii.) Did the student possess any letter/ sound confusion? ☐Yes ☐No
iii.) Other

Plot the results of the assessments in the tracking sheet.

Step 2: Use the screening information to create an individualised plan using the following options based on the student's ability level:

PRE-LITERACY PROGRAMS



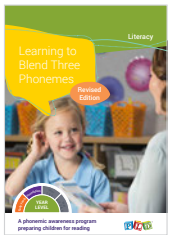
Teach a Child to Read in 3 Steps - Code: CCread



Teach a Child to Spell in 3 Steps - Code: CCspell



Stage 1 Synthetic Phonics Flipbook - Code: SP2



Learning to Blend Three Phonemes - Code: L2B2

PLD PHONIC APPS



Reading Race 1a

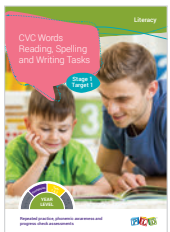


Spell Star 1a

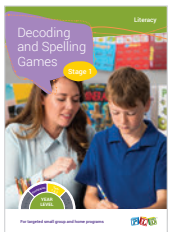


Two Player 1a

CVC LITERACY PROGRAMS



CVC Words Reading, Spelling and Writing Tasks - Code: Bcvc



Stage 1 Decoding and Spelling Games - Code: Bsw1



Alphabet Letter Sounds - Code: Bal

	Term 2								
	Difficulty Acquiring Stage 1, Target 1 Page 27 in the Year 1&2 Screening & Tracking Manual. *Only Students Scoring 0% - 40% in*			Term 2 Focus: Testing & data entry within week 10,Term 1 Page 10 in the Year 1&2 Screening & Tracking Manual					
				Stage 1					Stage 2
	Pre-Requisite Skill 3 Alphabet	Pre-Requisite Skill 1 Blending 3	Pre-Requisite Skill 2 Segmentation	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi		
Background, Diagnoses, Difficulties etc	/6 Raw Score	/5 =Enter %	/5 =Enter %	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	
				Term 2 Plan: Follow the Catch-Up outline in the Teaching Sequence					
ASD	15	80	20	0					
Attendance	12	0	0	0					
ndis	4	0	0	0					
EADL	24	0	0	0					
Attention	23	40	0	0					
Artic	test	Test	Test	20					
Beh	14	60	40	20					
				60					
				Term 2 Plan: Stage 1 Traget 2 (7 wks) & Target 3 (4 weeks)					
Artic				60	28	60			
Attendance				80	28	80			
				100	28	40			
				80	0	60			
				100	42	80			
				100	0	80			
				100	57	60			

Professional Learning to Support Students with Low Literacy Skills

This course provides the knowledge, tools and skills to facilitate the development of pre-literacy skills which will facilitate early reading, spelling and writing.



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Difficulty Acquiring Stage 1 Target 1 (CVC Words)

Present tests in the red box to students who score 0% - 40% in CVC spelling and reading tasks.

Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

pin	**tap**	**sit**	**hat**	**kit**
net	**run**	**lot**	**gum**	**win**

Accuracy

_____ /10

=

_____ %

Reading Strategies Observed

- ☐ blending each letter (E.g. "p/i/n")
- ☐ onset & rime reading (E.g. "p/in")
- ☐ whole word reading (E.g. "pin")

Negative Observations

i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No

ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

Exercise 2: Spelling Single Words **Instructions:** "Spell the following words."

1. **pat** 2. **red** 3. **fin** 4. **jet** 5. **top**

Score _____ /5 = _____%

Negative Observations

i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No

ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No

Present the following only if students experience difficulty with the above tasks

The following subtests aim to identify the basis of the difficulties.

Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word _____."

m (1 sec pause) **u** (1 sec pause) **g** =	✓✗ ☐	**f** (1 sec pause) **a** (1 sec pause) **t** =	✓✗ ☐	**b** (1 sec pause) **e** (1 sec pause) **d** =	✓✗ ☐
t (1 sec pause) **a** (1 sec pause) **p** =	✓✗ ☐	**f** (1 sec pause) **i** (1 sec pause) **t** =	✓✗ ☐	**Score** _____ /5 = _____%	

Negative Observations (suggesting further skill development is required, even if the student scored 100%)

i.) Was the task presented with short pauses between sounds? ☐ Yes ☐ No

ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No

iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No

iv.) Did the task appear difficult? ☐ Yes ☐ No

v.) Other

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words"

top	☐ Sounded t-o-p	☐ Other	**lid**	☐ Sounded l-i-d	☐ Other	**web**	☐ Sounded w-e-b	☐ Other
bug	☐ Sounded b-u-g	☐ Other	**rag**	☐ Sounded r-a-g	☐ Other	**Score**	_____ /5 = _____%	

Negative Observations (suggesting further skill development is required)

i.) Did the student confuse the task and provide letter names? ☐ Yes ☐ No

ii.) Did the task appear difficult? ☐ Yes ☐ No

iii.) Other

Notes

Prerequisite Skill 3: Alphabet Sound Recall (Refer to the following Stimulus Sheet)

Instructions: "What are these sounds? Say them as quickly as you can."

s	☐	☐	**d**	☐	☐	**g**	☐	☐	**j**	☐	☐
p	☐	☐	**c**	☐	☐	**b**	☐	☐	**q**	☐	☐
a	☐	☐	**h**	☐	☐	**o**	☐	☐	**z**	☐	☐
i	☐	☐	**e**	☐	☐	**f**	☐	☐	**w**	☐	☐
t	☐	☐	**m**	☐	☐	**u**	☐	☐	**x**	☐	☐
n	☐	☐	**r**	☐	☐	**l**	☐	☐	**v**	☐	☐
Group 1 Score _____ /6			**Group 2 Score** _____ /6			**Group 3 Score** _____ /6			**y**	☐	☐
									k	☐	☐
									Group 4 Score _____ /8		
									Overall Score _____ /26		

Negative Observations (suggesting further skill development is required)

i.) Slow speed of recall with pausing and/ or hesitation. ☐ Yes ☐ No

ii.) Did the student possess any letter/ sound confusion? ☐ Yes ☐ No

iii.) Other

Designing a Plan - select from the following

A ☐ The student requires additional CVC reading material, worksheets and CVC spelling and writing tasks to provide increased repeated practice.

B ☐ The student requires Pre-CVC skill development and specifically a program targeting:

- ☐ 3 Sound / Phoneme Blending (to support decoding/reading)
- ☐ Segmentation of CVC Words (to support spelling and writing)
- ☐ Alphabet Sound Recall

C ☐ The student would benefit from a combination of A and B.

D ☐ Daily scheduling of PLD apps: Reading Race 1a Spell Star 1a **E** ☐ Other:_____



Reading Race 1a



Spell Star 1a



Two Player 1a

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CVC Single Word Reading and Spelling Stimulus Sheet

Exercise 1: Reading Single Words - "Read the following words."

pin	tap	sit
hat	kit	net
run	lot	gum
win		

Subtest 1: Alphabetic Sound Recall - "What are the following sounds and say them as quickly as you can?"

s	p	a	i	t	n
d	c	h	e	m	r
g	b	o	f	u	l
j	q	z	w	x	v	y	k

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PLD's Decodable Reading Books



PLD's Decodable Reading Books have been meticulously developed for Foundation and Year 1 students being taught to read using Structured Synthetic Phonics (SSP). The 10 Sets are authored by speech pathologists and comprise 230 books in total.

For more information visit **https://pld-literacy.org/decodables**

Decodable Reading Books for Foundation

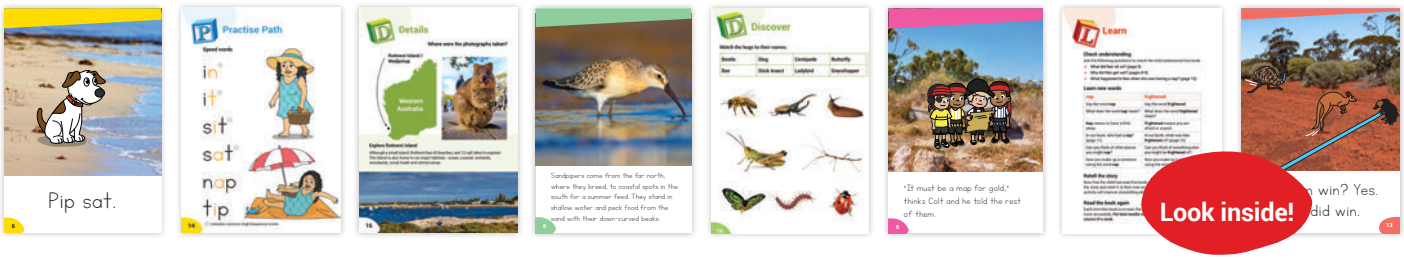
Sets 1-7 comprise 170 books and focus on the Initial Code. These Foundation Sets have been awarded Speech Pathology Australia's 2025 Decodable Book of the Year Award.



Decodable Reading Books for Year 1

Sets 8-10 comprise 60 books and focus on the Extended Code. Set 7 can overlap between Foundation and Year 1 teaching.





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