

Teaching Sequence Manual

Year 1 & 2

**What to
teach?**

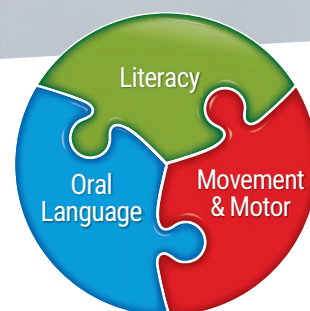
**When to
teach?**

**How to cater
for the range
in ability?**

2026 Version



**PRIMARY
PUBLISHER
OF THE YEAR**
4-time winner



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How to Use this Manual

This manual is designed to be a companion to the [Year 1 & 2 Screening & Tracking Manual](#) and you will need both manuals to begin implementing PLD's programs.

In any Year 1 or 2 classroom, there is going to be a diverse range of literacy abilities and learning needs. PLD's programs are suitable for whole-class, small group and targeted intervention settings. This manual will guide educators to deliver age-appropriate teaching sequences, although it is acknowledged that a proportion of students within any given class will fall outside of these 'norms'. For these students, modifications of the teaching sequence will be necessary.

The sequences we have included in this manual are recommendations, however teacher agency should ultimately inform termly programs. If you have students presenting with weaker literacy skills, you may need to refer to and implement the sequences from the Foundation manuals. For ease, the Foundation outlines have been included within this manual.

Establishing automatic and efficient skills in literacy, handwriting and oral language is a priority within Year 1 & 2. Handwriting and oral language recommendations are also outlined within this manual.

Getting Started with PLD in Year 1 & 2

Step 1: Downloads available on the PLD the website.



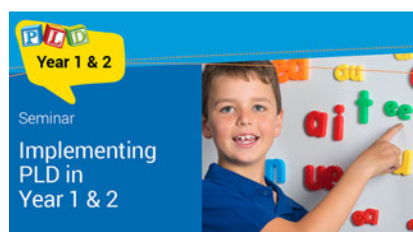
Step 2: Professional Development

Complete the [Implementing SSP in Year 1 & 2 online course](#). Alternatively, book and attend one of the PLD Literacy and Learning seminars held throughout Australia.

Option 1: Online Course



Option 2: Seminar (Online & In-person)



Option 3: Website Videos



Step 3: Present the Relevant Spelling Placement Screen

Refer to the [Year 1 & 2 Screening & Tracking Manual](#) for the Placement Tests and for detailed instructions on how to screen your students and group your class into three targeted teaching groups.

Year 1

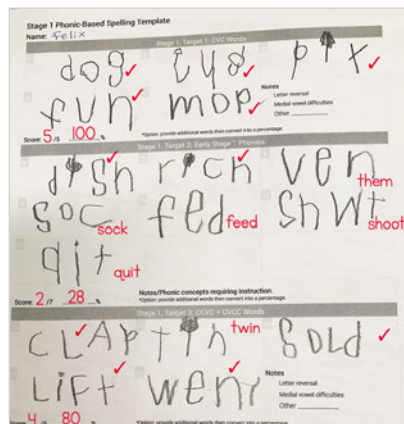
3 Targeted Teaching Groups

Scan here for
the Year 1-2
Screening Manual



Refer to the Year 1 & 2 Screening & Tracking Manual for screens and instructions on how to administer and score. A summary outline has been provided below.

- Step 1** Placement Test.
- Step 2** Mark tests & convert into percentages.
- Step 3** Enter onto PLD Tracking Sheets:



Difficulty Acquiring Stage 1, Target 1				Term 2 Focus: Testing & data entry within week 1			
Page 27 in the Year 1&2 Screening & Tracking Manual				Page 10 in the Year 1&2 Screening & Tracking Manual			
Only Students Scoring 0%-40% in				Stage 1			
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 CCVC	Target 4 ar, or, er, ay, all, oi	
/26 Raw Score	/5 =Enter %	/5 =Enter %	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	
21	100%	801%	60	0	0	0	
18	80%	60%	60	0	0	0	
19	80%	60%	40	0	0	0	
24	100%	801%	60	0	0	0	
Term 1 Focus: Stage 1 Target 1 and pre-CVC gaps							
			80	14	40	0	
			100	28	60	0	
			100	14	20	0	
			100	57	20	0	
			80	57	20	0	
			100	28	40	0	
Term 1 Focus: Stage 1 Target 2 & 3 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	
			80	85	80	22	
			80	100	100	22	
			100	85	80	33	
			80	85	80	22	

Step 4

- Highlight in yellow the teaching focus of the term ahead.

Step 5

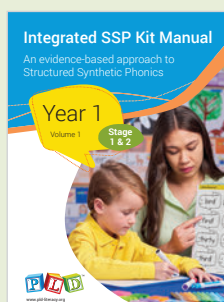
- Cluster students in 3 targeted teaching groups.

Step 6

- Describe teaching focus for the term.

FAQ: Where Are the Word Lists Sourced From?

OPTION 1 - Integrated SSP Kit



PLD's Integrated SSP Kits streamline the teaching experience.

They include integrated phonic lists and dictation passages and catch-up programs, along with corresponding screen display teaching materials.

[Integrated SSP Kit for Year 1 - Code: SSPKitY1](#)

OPTION 2 - Time-Savers (Starter Packs)

The Time-Savers series reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.



[Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPts1](#)

OPTION 3 - Teacher Created

Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).

The Phonic Sight Word Sequence outlines phonic concepts, high-frequency words and phonic lists for PLD stages 1-6.

[Phonic & Sight Word Sequence - Code: BPSW](#)

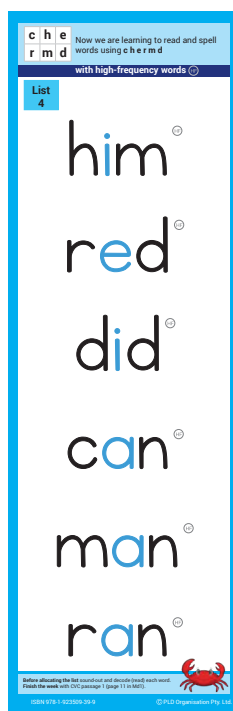
Request the PLD Tracking Sheets at:

<https://pld-literacy.org/plds-tracking-sheets/>

Group 1
Target 1

Group 2
Target 2 & 3

Group 3
Target 4



Year 2

3 Targeted Teaching Groups

Scan here for
the Year 1-2
Screening Manual



Refer to the Year 1 & 2 Screening & Tracking Manual for screens and instructions on how to administer and score. A summary outline has been provided below.

- Step 1** Placement Test.
- Step 2** Mark tests & convert into percentages.
- Step 3** Enter onto PLD Tracking Sheets:



Term 1 Focus: Testing & data entry within week 10 Term 1 from Manual				
Stage 1				Stage 2
Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi	/16 =Enter %
/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	

Term 1 Focus: Stage 1 Target 4, skip over concepts already established				
80	28	0	0	0
80	14	0	0	0

Term 1 Focus: Stage 1 Target 4, skip over concepts already established				
80	100	60	33	0
100	71	100	33	0
100	57	80	55	13
80	42	80	33	13
100	57	80	22	0
60	43	60	55	0

Term 1 Focus: Follow the Teaching Sequence Outline Stage 2				
100	100	100	100	56
100	100	100	100	37
80	42	60	77	25
100	71	100	77	69

Step 4

- Highlight in yellow the teaching focus of the term ahead.

Step 5

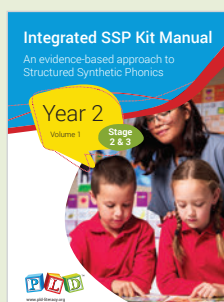
- Cluster students in 3 targeted teaching groups.

Step 6

- Describe teaching focus for the term.

FAQ: Where Are the Word Lists Sourced From?

OPTION 1 - Integrated SSP Kit



PLD's Integrated SSP Kits streamline the teaching experience.

They include integrated phonic lists and dictation passages and catch-up programs, along with corresponding screen display teaching materials.

[Integrated SSP Kit for Year 2 - Code: SSPKitY2](#)

OPTION 2 - Time-Savers (Starter Packs)

The Time-Savers series reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.



[Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPts1](#)

OPTION 3 - Teacher Created

Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).

The Phonic Sight Word Sequence outlines phonic concepts, high-frequency words and phonic lists for PLD stages 1-6.

[Phonic & Sight Word Sequence - Code: BPSW](#)

Group 1
Target 2

qu
quick
quiz
quit
quits
quack
quacks
quilt
queen

qu i ck

Words containing digraphs.

Group 2
Target 4

ch
paint
rain
chain
train
paid
wait
again
nail

ch ai n

Words containing digraphs.

Group 3
Stage 2

or
torch
order
short
north
yawn
crawl
law
paw
small
stall

t or ch

Words containing digraphs.

Implementing PLD's SSP in Year 1 & Year 2

Overview of the Weekly Literacy Block Tasks

Scan here for
SSP Kit

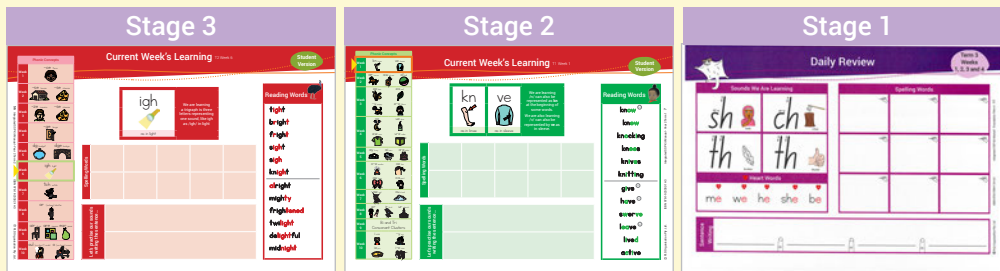


It is recommended that the PLD SSP program is taught for approximately **30 minutes** daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. The examples below outlines our suggested framework for a Year 2 literacy block, with provisions being made for Groups 1, 2, and 3 students.

Monday, Tuesday, Wednesday

Whole Class Daily Review

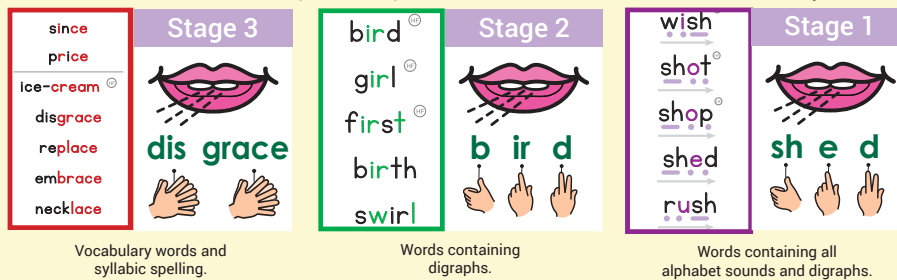
Teacher Directed (10 - 15 minutes)



See pages 10-11 of the User Guide for implementation instructions.

Whole Class Teaching of the Three Phonic Word Lists

Teacher Directed (5 minutes) Focus on four words from each list each day.



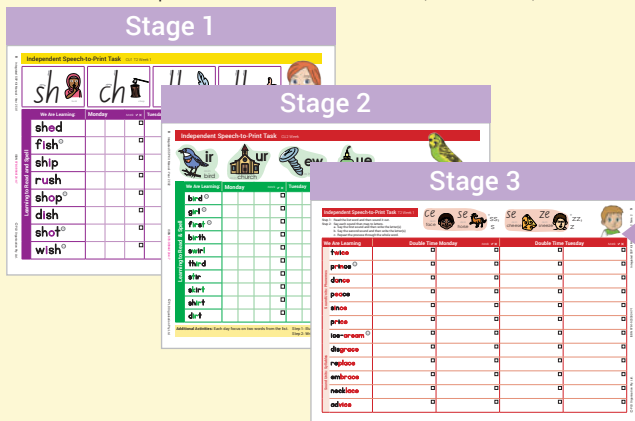
Vocabulary words and syllabic spelling.

Words containing digraphs.

Words containing all alphabet sounds and digraphs.

Speech-to-Print Task

Independent Student Task (10 minutes)

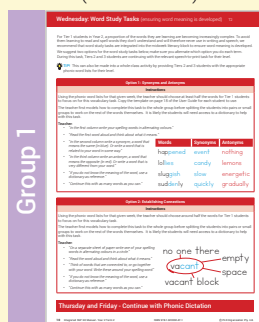


See page 13 of the User Guide for implementation instructions.

Wednesday

Word Study Tasks

Teacher Directed (30 minutes)

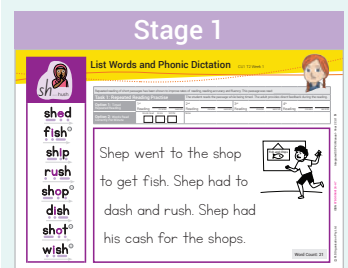
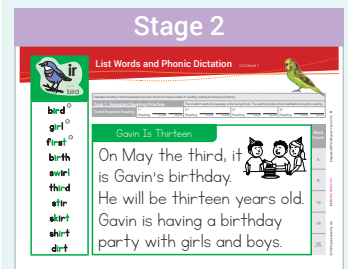
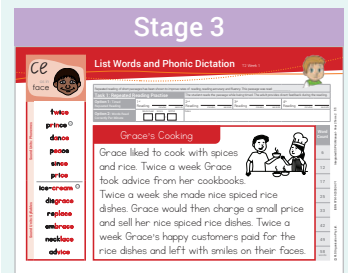


See pages 17-18 of the User Guide for implementation instructions.

Thursday, Friday

Repeated Reading and Phonic Dictation

Teacher Directed (30 minutes)



Scan here for
Demonstration
Videos

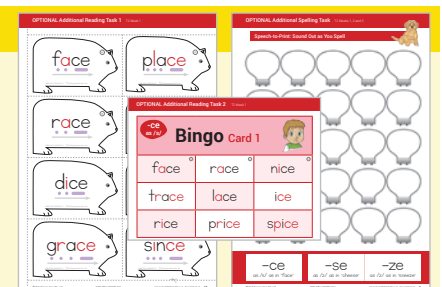


OPTIONAL Additional Literacy Tasks

Adult Directed

- The kits also provide additional activities for focused skills practise across spelling, reading and writing outside of the 30 minute SSP program. These tasks are optional for group 1 students, but groups 2 and 3 students will greatly benefit from this additional practise.
- These tasks could either be delivered in class if additional support staff are available, or could be set as homework.

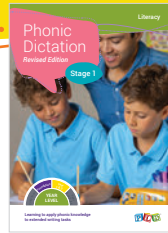
See page 16 of the User Guide for implementation instructions.



Implementing PLD's SSP in Year 1 & 2

Overview of the Weekly Literacy Block Tasks (using Starter Packs)

Scan here for Year 1 & 2 Starter Packs



It is recommended that the PLD SSP program is taught for approximately 30 minutes daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. Our suggested framework for the Year 1 and 2 literacy block is as follows.

Monday, Tuesday, Wednesday

Whole Class Daily Review

Teacher Directed (10 - 15 minutes)

Revise and teach high-frequency heart words	Revision of each groups phonic concepts	Read & spell previously taught words
	Group 3 	
	Group 2 	
	Group 1 	

Whole Class Teaching of the Three Phonic Word Lists

Teacher Directed (5 minutes)

Target 4

Target 2

Target 1

Focus on four words from each list each day.

Speech-to-Print Task (from TimeSavers templates)

- Teacher models one word from each group
- Then independent student task (10 minutes)

Target 4

Target 2

Target 1

Group 2 (marginally behind are associated with Tier 2.)

Group 3 (significantly behind are associated with Tier 3.)

Group 2 & 3 require tier 1 teaching and additional teaching with increased intensity and frequency.

Group 3 Students

If the class has support staff, they can take the group 3 students for all or part of the SSP session to work intensively on their individualised plan devised from the recent screening cycle.

Thursday, Friday

Phonic Dictation

Teacher Directed (30 minutes)

Target 4

A Play Day

Ray came to play. Ray and I played in the hay. Ray and I played in the sand. Ray and I played in the pool. Ray and I played with clay. Ray and I made clay cups. We had a fun day.

Task 2: Reading Comprehension (a) Illustrate as many aspects of the passage as possible. (b) Label the six words.

Target 2

Going Fishing

A man was in a rush. He got on a ship. He went to get fish. But the ship had a crash. The ship did not go. The man did not fish.

Task 2: Reading Comprehension (a) Illustrate as many aspects of the passage as possible. (b) Label the six words.

Target 1

Ron's Bet

I can run and run. I can run up to the top. Ron ran and ran. Ron ran up to the top. But Ron had to sit. Ron did not win his bet. Ron got sad. He did not win.

Task 2: Reading Comprehension (a) Illustrate as many aspects of the passage as possible. (b) Label the six words.

Source: Phonic Dictation Stage 1



Demonstration Videos

Additional Literacy Tasks

Adult Directed

- We also provide additional activities for focused skills practise across spelling, reading and writing outside of the 30 minute SSP program. Group 2 and 3 students will greatly benefit from this additional practise.
- These tasks could either be delivered in class if additional support staff are available, or could be set as homework.



Whole Class Teaching of Three Phonic Word Lists

Daily Review (10 minutes)

- Aim to revise the last three weeks of concepts for each of the three groups.
- Use either the prepared Daily Reviews in the Integrated SSP Kit or create your own PowerPoint.

Teach Three Phonic Word Lists (5 minutes)

The teacher teaches the three phonic word lists to the entire class, following these steps, with one list at a time:

- Step 1:** Highlight the focus grapheme, digraph, or trigraph present in the list.
- Step 2:** Read, sound out (in phonemes), and discuss at least three words from the phonic-based word list with the whole class.
- Step 3:** From these three words discuss any tricky words or new vocabulary, noting that some words may have multiple meanings.
- Step 4:** Repeat this process for the other two groups.

For example:

- Step 1:** "Today, the Koala group will focus on /ay/ as in 'tray'."
- Step 2:** "Let's go through your list of words. First word..." (use your fingers to sound out the word i.e. one finger for each sound).
"d-ay, d-ay, d-ay makes day! p-l-ay, p-l-ay, p-l-ay makes play! s-ay, s-ay, s-ay makes say!"
- Step 3:** "Now, let's talk about the word, 'way'. Sarah, what does 'way' mean?
This word actually has another meaning. Abdul, can you put this word into a different sentence?"
- Step 4:** ****Repeat this process for the second and third list.**



Year 1 Class



Year 4 Class

Speech-to-Print Demonstration (I DO or WE DO) (5 minutes)

The teacher provides clear instructions on how to complete the Speech-to-Print task for the day, selecting one word from EACH of the word lists.

- 1 Read the word.
- 2 Sound out the first word in your list with your thumb and fingers as was demonstrated.
- 3 Speech to Print: say the first sound and write it in the first box, say the second sound and write it in the second box, continue until all your spelling word list is complete.

****Direct students back to their workstations/desks for the independent task****

Independent Student Task (10 minutes)

Students move to their workstations. Each student will complete the **same** task using their assigned word list. Students will engage in the Speech-to-Print templated task. Additional tasks are provided at the base for early finishers.

TIPS!

- Set a timer to ensure task completion within the designated time.
- While students work independently, consider providing additional support to the Tier 3 students, as they will benefit from teacher guidance.
- If there are any outlier groups with specific word lists, dedicate time during the 'Apply' task session to explicitly teach those word lists to respective students, while the rest of the class completes their tasks.

Sample Templates

Group 1 Task

Teacher Directed Group Task	Group 1	Group 2	Group 3	Group 4
day ¹	☐	☐	☐	☐
play ²	☐	☐	☐	☐
say ³	☐	☐	☐	☐
way ⁴	☐	☐	☐	☐
stay ⁵	☐	☐	☐	☐
may ⁶	☐	☐	☐	☐
today ⁷	☐	☐	☐	☐
away ⁸	☐	☐	☐	☐

Group 2 Task

Teacher Directed Group Task	Group 1	Group 2	Group 3	Group 4
shed	☐	☐	☐	☐
fish	☐	☐	☐	☐
ship	☐	☐	☐	☐
rush	☐	☐	☐	☐
shop	☐	☐	☐	☐
dish	☐	☐	☐	☐
shot	☐	☐	☐	☐
wish	☐	☐	☐	☐

Group 3 Task

Teacher Directed Group Task	Group 1	Group 2	Group 3	Group 4
him	☐	☐	☐	☐
red	☐	☐	☐	☐
did	☐	☐	☐	☐
can	☐	☐	☐	☐
man	☐	☐	☐	☐
ran	☐	☐	☐	☐

*Source - SSP Kits or
SSP Time-Savers Range



Tip! Phonic Dictation is not tasks 1, 2, 3 & 4 in the Phonic Dictation Programs.
Follow the recommended task 1 and task 5 presentation outlined below.

Phonic Dictation Passage Reading and Rewriting

Each level of dictation should not exceed 15 minutes.

Task 1: Repeated Reading (3 minutes)

- Conduct two readings of the relevant phonic passage on Thursday and two readings on Friday.
- The first reading should lead the students through a process in which only the target phonic concept 'sh' words are decoded, and all other words are read as whole words. This should take between 60-90 seconds to read the passage as a group.
- The second reading should lead the students through a process of whole word fluent reading. This should take no more than 60 seconds to read the passage as a group.

Task 2: Dictated Script (10 minutes writing)

- Teacher repeats three times while students have their pencils down: "A snail got wet in the rain".
- Teacher asks: "Now speak it before you write it!"
- The group replies: "A snail got wet in the rain".
- Teacher: "Go!" (i.e. Pick up your pencil and write).
- Teacher: "Now before we go any further, can you check that you have a capital letter at the start of your sentence and the full stop to finish your sentence?"
- This process repeats over the 10 minute period.

Switch Groups (2 minutes)

Example of Year 1 Tier 1

Phonic Passage 'ai'

The Wet Snail

A snail got wet in the rain.
Then the snail was in hail.
So the snail went up a drain.
The snail waited for the rain to stop.
The snail waited for the hail to stop.
It was a pain for the snail to wait in the drain.



Word Count
7
13
20
28
36
46
48 words

Source: Year 1 Integrated SSP Kit

Example of Year 1 Tier 2

Phonic Passage 'sh'

The Shut Shop

I rush to the fish shop.
I rush so it will not be shut.
I run and run. I dash with my cash.
But the fish shop is shut. No, no, no! The fish shop is shut.



Word Count
6
13
19
26
34
37 words

Source: Phonic Dictation Stage 1

Option 2 Alternative Option using Technology

If you are confident with the above process, there is an option to record the phonic dictation for the Tier 1 students allowing them to work independently while you guide the Tier 2 and Tier 3 students (15 minutes each).

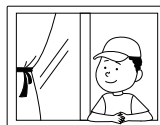
- Use an iPad to record the Tier 1 phonic dictation.
- Do not just record the reading of the passage, make sure the recording follows the recommended presentation above.

For Example:

- "On a day in May comma" (repeat three times)
- "Now speak it before you write it" (students to speak the words)
- "Press pause and write it"
- "Ray had an X-ray full stop" (repeat three times)
- "Speak it before you write it."

Outside the Window

A small boy rested his elbow on his bedroom windowsill. The small boy looked out his window at everything that was happening. Outside he saw a child throwing a ball and a lazy dog sleeping on a pillow. The small boy saw an old fellow mowing his yard and a boy blowing bubbles. He saw a yellow bird splashing in a shallow pond and yellow flowers growing in a row inside a garden bed. The boy left the window and ran outside.



Word Count
8
13
19
28
41
52
63
73
82 words



Demonstration Videos



Demonstration Videos



Source: Phonic Dictation Stage 2



PLD's dictation tasks provide weekly opportunities for students to apply their phonic spelling skills within the context of extended writing. Students also enhance their listening, attention, auditory and memory skills by engaging in these tasks. Regular phonic dictation sessions help students consistently develop their phonic-based writing abilities.

Two Adults

If there are two adults present in the class, it is realistic to deliver **three** levels of phonic dictation.

	First 15 minutes	Second 15 minutes
Teacher 	Tier 2 students are guided through their dictation passage for the week. 	Tier 1 students are guided through their dictation passage for the week.
Supporting Adult 	Tier 3 students are guided through their dictation passage for the week. 	Tier 2 and Tier 3 students are directed to: - Their independent Speech-to-Print task. - Tasks from phonic dictation (editing, reading or copying tasks).
Independent work 	Tier 1 students complete either: - The Speech-to-Print task. - Tasks from phonic dictation (editing, reading or copying tasks).	

One Adult Only

If there is one adult present in the class, modify the process to deliver only **two** levels of phonic dictation.

	First 15 minutes	Second 15 minutes
Teacher 	Tier 3 students are guided through their dictation passage for the week. 	Tier 1 and Tier 2 students are combined for dictation, and presented with alternate level dictation passages each week. Tier 2 dictation passages are presented in weeks 1, 3, 5, 7, and 9, and Tier 1 passages are presented in weeks 2, 4, 6, 8, and 10 of the term.
Independent work 	Tier 1 and Tier 2 students complete either: - The Speech-to-Print task - Tasks from phonic dictation (editing, reading or copying tasks).	Tier 3 students complete either: - The Speech-to-Print task. - Tasks from phonic dictation (editing, reading or copying tasks).

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

Scan here for Pre CVC programs



Supporting Pre-CVC Students Requires Two Key Steps

When students enter Year 1 & 2 with very low Stage 1 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.

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 and the Phonic Sight Word Sequence. 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 have 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 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 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%)

- Was the task presented with short pauses between sounds? ☐ Yes ☐ No
- Did the student request the sounds to be repeated? ☐ Yes ☐ No
- Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
- Did the task appear difficult? ☐ Yes ☐ No
- 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)

- Did the student confuse the task and provide letter names? ☐ Yes ☐ No
- Did the task appear difficult? ☐ Yes ☐ No
- Other

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 ☐	l ☐	l ☐	v ☐
Group 1 Score _____ /6		Group 2 Score _____ /6	Group 3 Score _____ /6

Negative Observations (suggesting further skill development is required)

- Slow speed of recall with pausing and/or hesitation. ☐ Yes ☐ No
- Did the student possess any letter/ sound confusion? ☐ Yes ☐ No
- 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-CVC PROGRAMS



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

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

Stage 1 Synthetic Phonics Flip Book - Code: SP1

Learning to Blend Three Phonemes - Code: L2B2

PLD PHONIC APPS



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 requiring 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			
				Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi				
				Pre-requisite Skill 3 Alphabet	Pre-requisite Skill 1 Blending 3	Pre-requisite Skill 2 Segmentation					
Background, Diagnoses, Difficulties etc	6	1	1	/5	/7	/5	/9	/16			
	Raw score	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=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 Target 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

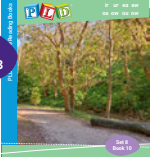
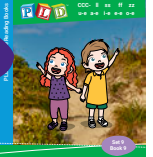
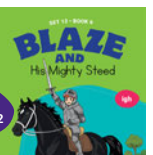
This course provides the knowledge, tools and skills to facilitate the development of pre-literacy skills which will improve early reading, spelling and writing.



Decodable Home Reading Books

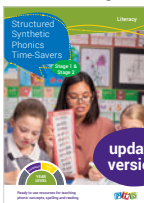
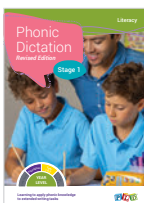
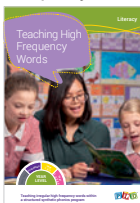
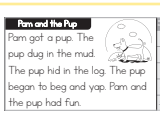
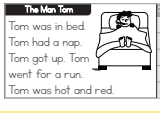
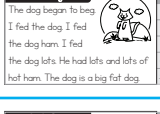
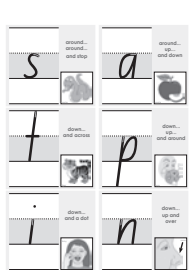
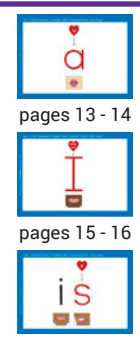
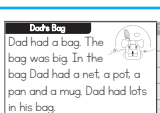
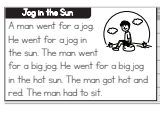
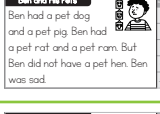
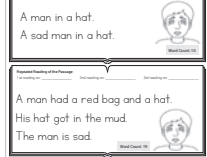
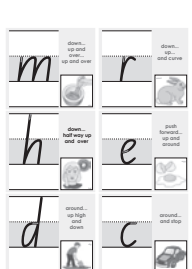
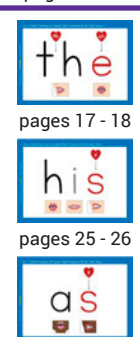
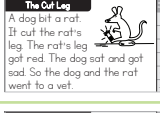
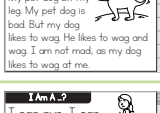
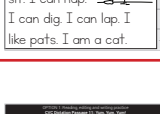
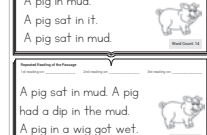
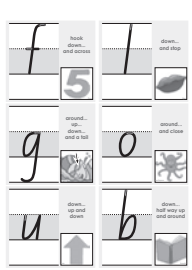
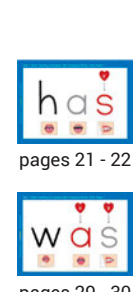
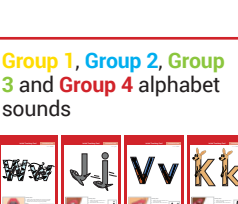
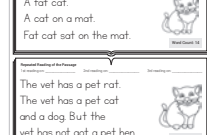
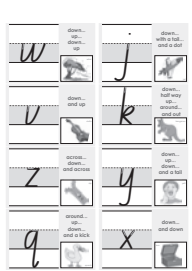
Our Decodable Reading Books align to PLD's Phonic sequence for Foundation - Year 2



Foundation	Term 1 & 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Decodable Reading Books			
		s snake 	a apple 	t tiger 	m mix 	r rabbit 	h hot 	f five 	l lips 	g goggles 	w wind 	j jet 	v violin 	k kangaroo 	Set 1 Code DRs1 Set 2 Code DRs2 Set 3 Code DRs3 Set 4 Code DRs4
		p pop 	i itchy 	n nose 	e egg 	d dig 	c car 	o octopus 	u up 	b book 	z zip 	y yell 	q quack 	x box 	
		⚡ HFW Words ♥ a, l			⚡ HFW Words ♥ the, is			⚡ HFW Words ♥ as, has his, of			⚡ HFW Words ♥ was, for				
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Decodable Reading Books				
	sh hush 	ch chop 	th, th feather, thumb 	sh ch th th	oo, oo look, moon 	ee bee 	ck clock 	oo ee ck	qu quack 	wh whip 	x box 	Chad and His C Seth Set 5 Code DRs5			
	♥ Words: me, we, be, she, he			♥ Words: to, do, who, into					♥ Words: are, you						
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-10	Decodable Reading Books					
	sh ch th th	oo oo ee ck	qu x wh	CCVC a u	CCVC i e	CCVC b d	CVCC a u	CVCC i e	CCVC CVCC a, e, i, o, u	Quickie Qu Swim Set 6 Code DRs6					
	♥ Words: me, we, be, she, he			♥ Words: to, do, who, into					♥ Words: are, you						
Year 1	Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	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	The Roo Football Set 7 Code DRs7			
		♥ Words: so, no, go, put, pull			♥ what, said, more, have					♥ they, one, two					
Year 2	Term 2, 3 & 4	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Scan here for PLD decodable books pld-literacy.org/decodables						
		Set 8 Code DRs8  Saturday the Third	Set 9 Code DRs9  A Puff of Wind	Set 10 Code DRs10  I Can Fly!	Set 11 Code DRs11  KNOX TRAVELS into the Outback	Set 12 Code DRs12  BLAZE AND His Mighty Steed	Set 13 Code DRs13  FERN FLIES to the Monsters' Den	Set 14 Code DRs14  KNOX TRAVELS into a Storm	Stage 3 Graphic Novels to finish Decodable Book allocation Thereafter students progress onto generalised reading books.						

Typically, the concepts outlined on this page are covered in Foundation Semester 1. However, in many Year 1 classes there will be a group of students who require further CVC reading, spelling and writing skill development.

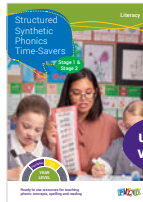
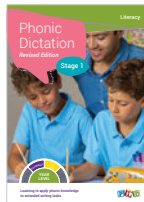


Phonological Awareness		Adult Assisted Decoding & Encoding Tasks					Code DRs1	Code DRs2	Code DRs3	Code DRs4
Target Phonic Concepts		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation (Option 1)	Repeated Reading & Phonic Dictation (Option 2)	Letter Formation	♥ HFWs				
Synthetic Phonics Stage 1		 Code: SP1	 Code: SSPts1	 Code: Md1	 Code: Mfwa	 Code: Mliff3	 Code: HFW			
1	Daily teaching of blending three phonemes & segmenting of CVC words, throughout the term. L2B2 & L2S	Group 1 alphabet sounds 	List 1 page 11 	page 11  page 14  page 17 	  Repeated reading and Phonic Dictation	 pages 18-29	 pages 13 - 14 pages 15 - 16 pages 19-20			
2		Group 1 and Group 2 alphabet sounds 	List 2 page 11 	page 20  page 23  page 29 	  Repeated reading and Phonic Dictation	 pages 30-41	 pages 17 - 18 pages 25 - 26 pages 23 - 24			
3		Group 1, Group 2 and Group 3 alphabet sounds 	List 3 page 12 	page 38  page 47  page 40 	  Repeated reading and Phonic Dictation	 pages 42-53	 pages 21 - 22 pages 29 - 30			
4		Group 1, Group 2, Group 3 and Group 4 alphabet sounds 	List 4 page 12 	page 41 	  Repeated reading and Phonic Dictation	 pages 54-69	 pages 31 - 32			
5			List 5 page 13 							
6			List 6 page 13 							
7			List 9 page 15 							
8			List 10 page 15 							
9			List 11 page 16 							
10 Screen			List 17 page 19 							

Typically, the concepts outlined on this page are presented in Foundation Term 3. However, in many Year 1 classes there will be a group of students who and require further Target 2 reading, spelling and writing skill instruction.

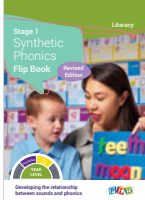
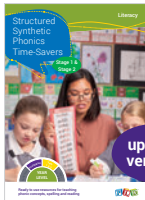
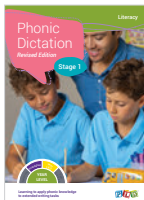
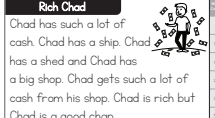
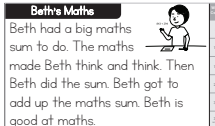
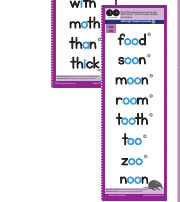
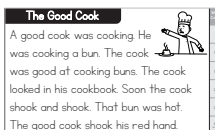
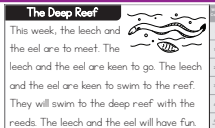
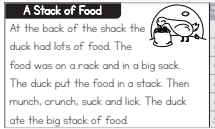
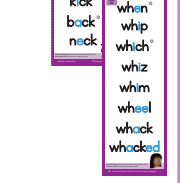
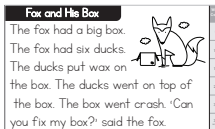
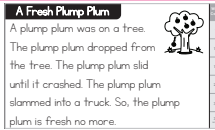
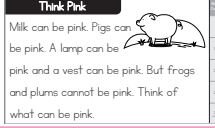
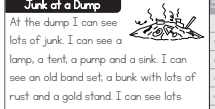
Set 5
Code DRs5



Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks			Letter Formation	♥ HFWs
	Synthetic Phonics Stage 1  Code: SP1	Structured Synthetic Phonics Time Savers Stage 1 & 20  Code: SSPTs1	Phonic Dictation Stage 1  Code: Md1	First Writing Activities  Code: Mfwa	Letter Formation for Little People Step 3  Code: Miff3	Teaching High Frequency Words  Code: HFW
1		List 18 page 19	page 57	page 38	sh - Single word writing • page 110 sh - Sentence writing • page 139	 pages 35-36
2		List 19 page 20	page 69	page 39	ch-Single word writing • page 111 ch-Sentence writing • page 141	 pages 41-42
3		List 21 page 21	page 78	page 40	th-Single word writing • page 112 th-Sentence writing • page 143	 pages 39-40
4	Revise 	List 22 page 21	page 60, 72 or 81	page 41	Select from pages 110-112 & 138-143.	 pages 43-44
5		List 28 & 30 page 24 & 25	page 99	page 42	oo-Single word writing • page 113 oo-Sentence writing • page 145	 pages 37-38
6		List 26 page 23	page 111	page 43	ee-Single word writing • page 114 ee-Sentence writing • page 147	 pages 45-46  pages 51-52
7		List 24 page 22	page 93	page 44	ck-Single word writing • page 115 ck-Sentence writing • page 148	 pages 49-50
8	Revise 	List 24, 26 & 29 page 23 & 25	page 102, 114 or 96	page 45	Select from pages 113-115 & 145-148.	 pages 47-48
9		List 32 page 26	page 87	page 46	Focus on letters being reversed • pages 18-69	 pages 53-54
10 Screen		List 23 & 31 page 22 & 26	page 84 or 90	page 47	Focus on letters being reversed • pages 18-69	 pages 55-56

Typically, the concepts outlined on this page are presented in Foundation Term 4. However, in many Year 1 classes there will be a group of students who and require further Target 2 and 3 reading, spelling and writing skill development.



Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	♥ HFWs	
	Synthetic Phonics Stage  Code: SP1	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time Savers Stage 1 & 2  Code: SSPTs1	Repeated Reading & Phonic Dictation (Option 1) Phonic Dictation Stage 1  Code: Md1	Letter Formation for Little People Step 3  Code: Miff3	Teaching High Frequency Words  Code: HFW	
1		List 20 page 21		page 75 	sh & ch-Single word writing • page 110 & 111 sh & ch -Sentence writing • page 138 & 140	 pages 35-36
2		List 21 page 21		page 81 	th-Single word writing • page 112 th-Sentence writing • page 142	 pages 41-42
3		List 28 & 30 page 24 25		page 102 or 108 	oo-Single word writing • page 113 oo-Sentence writing • page 144	 pages 39-40
4		List 26 page 23		page 114 	ee-Single word writing • page 114 ee-Sentence writing (p.146)	 pages 43-44
5		List 24 page 22		page 96 	ck-Single word writing • page 115 ck-Sentence writing • page 148	 pages 37-38
6		List 23 page 22 List 32 page 26		page 90 	Single letter x • page 68 or 69	 pages 45-46 pages 51-52
7	Teach CCVC 	List 33 page 27		page 124 	CVCC single word writing • page 116 CVCC sentence writing • page 150	 pages 49-50
8	& review vowels & letter reversals	List 34 page 27		page 133 	CVCC single word writing • page 117 CVCC sentence writing • page 151	 pages 47-48
9	Teach CVCC 	List 37 page 29		page 151 	CVCC single word writing • page 118 CVCC sentence writing • page 153	 pages 53-54
10 Screen	& review vowels & letter reversals	List 38 page 29		page 157 	CVCC single word writing • page 119 CVCC sentence writing • page 154	 pages 55-56

Foundation - Year 6 Teaching Sequences



Foundation Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Week	1	2	3	4	5	6	7	8	9	10
Foundation Term 1 (Pre-CVC and single word Stage 1) Age-Appropriate Program	s a t	m r h	f l g	w j v	k					
Foundation Term 2 (Stage 1 Target 1) Age-Appropriate Program	p i n	e d c	o u b	z y q	x					
Foundation Term 3 (Stage 1 Target 2) Age-Appropriate Program	sh ch	th	oo	ee	ck	qu	wh	x		
Foundation Term 4 (Stage 1 Target 3) Age-Appropriate Program	sh oo oo	qu	oo oo	qu	oo oo	qu	oo oo	qu	oo oo	qu

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PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

- **Stages 1, 2 and 3**
Taught across 4 school terms
- **Stage 4, 5 and 6**
Taught across 4 school terms

Scan here for Teaching Sequence Overview Charts for all year levels



Year 1 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Week	1	2	3	4	5	6	7	8	9	10
Year 1 Term 1 (Stage 1 Target 4) Age-Appropriate Program	ay	ai	or	ar	er	er	er	er	er	er
Year 1 Term 2 (Stage 2) Age-Appropriate Program	ir	ur	er	er	er	er	er	er	er	er
Year 1 Term 3 (Stage 3) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 1 Term 4 (Stage 4) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou

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Year 2 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Week	1	2	3	4	5	6	7	8	9	10
Year 2 Term 1 (Stage 2) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in
Year 2 Term 2 (Stage 3) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in
Year 2 Term 3 (Stage 4) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in
Year 2 Term 4 (Stage 5) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in

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Year 3 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Week	1	2	3	4	5	6	7	8	9	10
Year 3 Term 1 (Stage 3) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in
Year 3 Term 2 (Stage 4) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in
Year 3 Term 3 (Stage 5) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in
Year 3 Term 4 (Stage 6) Age-Appropriate Program	in	in	in	in	in	in	in	in	in	in

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Year 4 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Week	1	2	3	4	5	6	7	8	9	10
Year 4 Term 1 (Stage 4) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 4 Term 2 (Stage 5) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 4 Term 3 (Stage 6) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 4 Term 4 (Stage 7) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou

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Year 5 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Week	1	2	3	4	5	6	7	8	9	10
Year 5 Term 1 (Stage 5) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 5 Term 2 (Stage 6) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 5 Term 3 (Stage 7) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 5 Term 4 (Stage 8) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou

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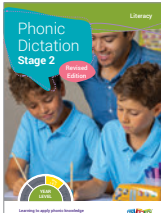
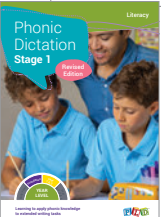
Year 6 Teaching Sequence

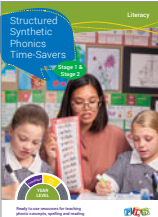
PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Week	1	2	3	4	5	6	7	8	9	10
Year 6 Term 1 (Stage 6) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 6 Term 2 (Stage 7) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 6 Term 3 (Stage 8) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou
Year 6 Term 4 (Stage 9) Age-Appropriate Program	ou	ou	ou	ou	ou	ou	ou	ou	ou	ou

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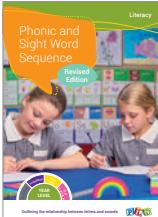
Within each classroom, in addition to the age appropriate students following the Teaching outlines on the previous page, there will also be students marginally behind (with teaching and learning needs associated with Tier 2 students) and students significantly behind (with teaching and learning needs associated with Tier 3 students). Following the presentation of a placement test a teaching plan will need to be devised on the basis of the identified stage and the errors evident within the stage. The following tables are recommended for this purpose.

Stage 1 Phonic Concepts														
Target 1	SSPts1	Mfwa/ Md1	Target 2	SSPts1	Md1	Target 3	SSPts1	Md1	Target 4	SSPts1	Md1	Stage 1 words with applied suffixes	Md1	
☐ CVC with Group 1	Lists 2-3 page 11-12	Mfwa page 26-28	Phonic Digraphs & Tricky Graphemes	☐ sh	List 18 page 19	Initial & Final Consonant Clusters	☐ CCVC	List 33-36 page 27-27	page 118-138	☐ ay	List 43 page 32	page 182	☐ +s regular plural	page 231
☐ CVC with Group 1 & 2	List 4-8 page 12-14	Mfwa page 29-31		☐ ch	List 19 page 20								page 69	☐ CVCC
☐ CVC with Group 1, 2 & 3	List 9-14 page 15-17	Mfwa page 32-34	☐ th - voiced & unvoiced	List 21 page 21	page 78	☐ al(l)	List 46 page 33	page 200	☐ (i)ng	List 47 page 34	page 203	☐ -ing no doubling of final consonant	page 240- 243	
☐ CVC with all of the alphabet	List 15-17 page 18-19	Md1 page 11-55	☐ wh	List 23 page 22	page 84	☐ or	List 48 page 34	page 173	☐ ar	List 49 page 35	page 161			
			☐ ck	List 24 page 22	page 93				☐ er	List 51 page 36	page 221			
			☐ ee	List 26 page 23	page 111				☐ oy	List 54 page 37	page 206			
			☐ long 'oo'	List 28 page 24	page 104				☐ oi as /oy/	List 54 page 37	page 212			
			☐ short 'oo'	List 30 page 25	page 99				♥ HFWS: too, no, go, pull, put, what, more, have, they, one, two					
			☐ qu (kw)	List 32 page 26	page 87									
			☐ x (ks)	List 31 page 26	page 90									
			♥ HFWS: me, she, be, he, to, do, who, into, are, you											
♥ HFWS: a, l, the, is, his, as, has, of, was, for														



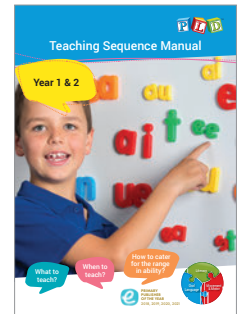
Structured
Synthetic
Phonics
Time Savers

Website code: SSPts1



Phonic and
Sight Word
Sequence
Revised
Edition

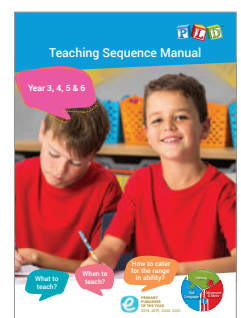
Website code: bpsw



Stage 1 & 2 planners are in the Year 1-2 Teaching Sequence Manual.



Stage 2 Phonic Concepts						Stage 2 Consonant Blends			Stage 2 Double Consonants			
	SSPts1	Md2		SSPts1	Md2		SSPts1	Md2		SSPts1	Md2	
☐ ue as /oo/	List 25 page 128	page 182	☐ ir as /er/	List 20 page 125	page 128	☐ Double Consonant Blends eg CCVCC & Triple Consonant Blends eg CCCVCC	List 13-15 page 122-123	page 60-68	☐ ff	List 8 page 119	page 69	
☐ ew as /oo/	List 25 page 128	page 176	☐ ur as /er/	List 21 page 126	page 134				☐ ll	List 6 page 118	page 72	
☐ ue as /y+oo/	Bpsw page 81	page 185	☐ ie as /igh/	Bpsw page 82	page 194				☐ ss	List 7 page 119	page 75	
☐ ew as /y+oo/	Bpsw page 81	page 179	☐ y as /igh/	List 35 page 133	page 197				☐ zz	List 8 page 119	page 78	
☐ oa	List 9 page 120	page 113	☐ i as /igh/	List 16 page 123	page 194	Stage 2 Long Split Vowels			Stage 2 Suffixes		Md2	
☐ oe as in toe	Bpsw page 79	page 125		☐ y as /ee/	List 37 page 134	page 188		SSPts1	Md2	☐ -ly		page 222
☐ ow as /oa/	List 10 page 120	page 119		☐ ea as /ee/	List 11 page 121	page 152	☐ a_e	List 28 page 129	page 82	☐ -er		page 224
☐ ow	List 18 page 124	page 167	Stage 2 Silent Letters			☐ e_e	List 29 page 130	page 91	☐ -s (plural)		page 226	
☐ ou as /ow/	List 17 page 124	page 161					SSPts1	Md2	☐ i_e	List 30 page 130	page 94	☐ -ing
☐ aw as /or/	List 23 page 127	page 143	☐ kn as /n/	List 39 page 135	page 200	☐ o_e	List 31 page 131	page 100	☐ -ed		page 230	
☐ ve as /v/	List 36 page 133	page 203				☐ u_e	List 32 page 131	page 109	☐ -y		page 232	
♥ HFWS: their, there, where, even, come, some, something, someone, sometimes, want, watch, water, people, after, ask, father, last, fast, class, afternoon, basketball, does, gone, here, where, won, above, other, front, love, another, mother, month, brother												

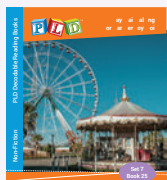


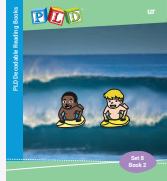
Stage 3 & 4 planners are in the Year 3-6 Teaching Sequence Manual.

Year 1 Teaching Sequence

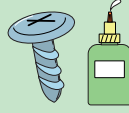
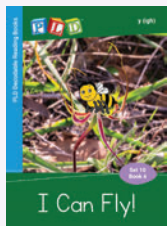


PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Year 1 Term 1 (Stage 1 Target 4) Age-Appropriate Program										
Catch-Up Stage 1 Target 4 SSP Kit Catch-Up Program										
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	 Holiday at the Fun Park Set 7
♥ Words: so, no, go, pull, put, what			♥ said, more, have			♥ they, one, two				

Year 1 Term 2 (Stage 2) Age-Appropriate Program										
Catch-Up Stage 2A SSP Kit Catch-Up Program										
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 	 In the Surf Set 8
♥ Words: there, their, where, even			♥ come, some, something, sometimes, someone			♥ want, watch, water, people				

Year 1 Term 3 (Stage 2) Age-Appropriate Program										
Catch-Up Stage 2B SSP Kit Catch-Up Program										
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	Bi & Tri Consonant Clusters CCC- & CC-	revision	 A Puff of Wind Set 9
♥ Words: after, ask father, last			♥ fast, class, afternoon, basketball			♥ does, gone, here, were				

Year 1 Term 4 (Stage 2) Age-Appropriate Program										
Catch-Up Stage 2C SSP Kit Catch-Up Program										
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	 I Can Fly! Set 10
♥ Words: won, above, other			♥ front, love, another, mother			♥ month, brother				

The Term 1 teaching sequence has been designed for students in Year 1 who have received the PLD program in the Foundation school year and are entering the Year 1 with decoding and encoding skills at a mid-Stage 1 level.

Set 7
Code DR7



w e e k	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	HFWS	Suffixes
	Synthetic Phonics Stage 1 Code: SP1	Structured Synthetic Phonics Time Savers Stage 1 Code: SSPTs1	Phonic Dictation Stage 1 & 2 Code: Md1 Code: Md2	Letter Formation for Little People Step 3 Code: Mlff3	Teaching High Frequency Words Code: HFW	SSP Time Savers Stage 1 & 2 Code: SSPTs1
1 Screen	Teach CCVC & CVCC Revise all alphabet sounds and the Stage 1 Target 2 digraphs	List 41 page 31 	Md1 page 148 	CCVC-Single word writing • page 116 CVCC-Sentence writing • page 153	 pages 59-60 pages 63-64 pages 61-62	 Apply plural -s to relevant weekly list words or revision lists
2		List 43 page 32 	Md1 page 188 	ay-Single word writing • page 120 ay-Sentence writing • page 155	 pages 67-68 pages 65-66	Pages 198-199
3		List 44 page 32 	Md1 page 191 	ai-Single word writing • page 121 ai-Sentence writing • page 157	 pages 69-71	
4		List 48 page 34 	Md1 page 176 	or & ar-Single word writing • page 124 or-Sentence writing • page 163	 pages 71-72	 Apply -ing to relevant weekly list words or revision lists
5		List 49 page 35 	Md1 page 167 or 170 	ar-Single word writing • page 125 ar-Sentence writing • page 165	 pages 73-74	
6		List 46 page 33 	Md1 page 200 	al-Single word writing • page 122 al-Sentence writing • page 160	 pages 75-76	Pages 196-197
7		List 51 page 36 	Md1 page 221 	er-Single word writing • page 128 er-Sentence writing • page 171	 pages 77-78	
8		List 47 page 34 	Md1 page 203 	ng-Single word writing • page 123 ng-Sentence writing • page 162	 pages 79-80	 Apply -ed to relevant weekly list words or revision lists
9		List 54 page 37 	Md1 page 218 or 209 	oi-Single word writing • page 127 oi-Sentence writing • page 168	 pages 81-82	
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.			oy-Single word writing • page 126 oy-Sentence writing • page 169	Revision	Pages 194-195

Term 2 presents Stage 2 concepts, primarily consisting of single syllable words. All words at this level are to be decoded and encoded by mapping the phonemes (or individual sounds) to the phonic concepts. The integration of repeated reading of decodable phonic passages is highly beneficial as it facilitates improved fluency and supports long-term retention of phonic learning.

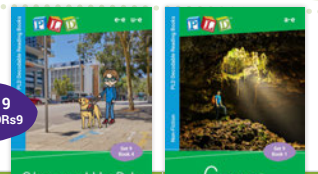
Set 8
Code DRs8



w e e k	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	♥ HFWs	Suffixes
	Synthetic Phonics Stage 1 & 2 Code: SP2	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time Savers Stage 1 & 2 Code: SSPts1	Repeated Reading & Phonic Dictation Phonic Dictation Stage 2 Code: Md2	Letter Formation for Little People Step 3 Code: Miff3	Teaching High Frequency Words Code: HFW	SSP Time Savers Stage 1 & 2 Code: SSPts1
1		List 20 page 125	 	page 128 or 131 	Single word writing • page 130 	pages 87-88 pages 85-86 Apply -ly to relevant weekly list words or revision lists
2		List 21 page 126		page 134 	Single word writing • page 131 Sentence writing • page 194 	pages 89-90 Pages 206-207
3	Revise 	List 22 page 126		page 137 	Single word writing • page 130, 131 Sentence writing • page 191, 194 	pages 91-92
4		List 11 page 121		page 152 or 155 	Single word writing • page 132 Sentence writing • page 195 	pages 93-94 pages 95-96
5	Revise 	List 12 page 121		page 158 	Single word writing • page 114, 132 Sentence writing • page 166, 195 	pages 97-98 pages 99-100 Apply -er to relevant weekly list words or revision lists
6		List 23 page 127		page 146 or 149 	Single word writing • page 133 Sentence writing • page 196 	pages 101-102
7	 	List 9 page 120		page 113 or 116 	Single word writing • page 134 Sentence writing • page 197 	pages 103-104
8	 	List 10 page 120		page 122 	Single word writing • page 135 Sentence writing • page 198 	pages 105-106 Apply -y to relevant weekly list words or revision lists
9		List 17 page 124		page 161 	Single word writing • page 136 Sentence writing • page 199 	pages 107-108 Pages 208-209
10 Screen		List 18 page 124		page 173 	Single word writing • page 137 Sentence writing • page 200 	pages 109-110

Term 3 provides an opportunity to develop short vowel and long split vowel teaching with a large focus on the use of silent 'e' to change the short vowel into a long vowel sound and make it say the letter name. Students will require multiple exposures to this concept particularly at a spelling and writing level.

Set 9
Code DRs9

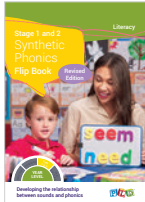
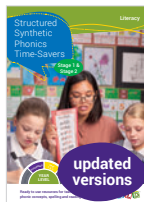
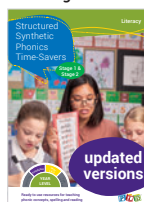
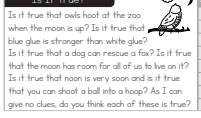
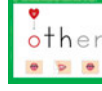
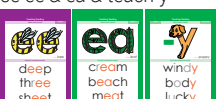
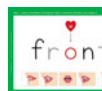
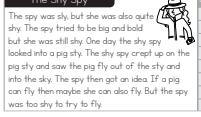
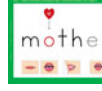
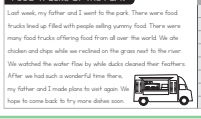
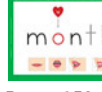
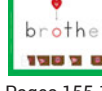


w e e k	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks	Letter Formation	HFWS	Suffixes
	Synthetic Phonics Stage 1 & 2 Code: SP2	Structured Synthetic Phonics Time Savers Stage 1 & 2 Code: SSPts1	Phonic Dictation Stage 2 Code: Md2	Teaching High Frequency Words Code: HFW	SSP Time Savers Stage 1 & 2 Code: SSPts1
1	Revise south house mouth flower shower brown	List 19 page 125 	page 173 	Single word writing • page 136, 137 Sentence writing • page 198, 199 	pages 113-114
2	Teach short vowels and long split vowels 'a-e', 'e-e', 'i-e', 'o-e' & 'u-e' 	List 27 page 129 	page 85, 97 or 103 	Single word writing • page 138, 139, 140, 141 Sentence writing • page 202, 203, 204, 205, 206 	pages 115-116 Apply plural -s to relevant weekly list words or revision lists Pages 212-213
3	Revise ay & ai & teach a_e 	List 28 page 129 	page 82 	Single word writing • page 120, 121, 138 Sentence writing • page 176, 177, 202 	pages 123-124
4		List 30 page 130 	page 94 	Single word writing • page 139 Sentence writing • page 203 	pages 117-118
5	Revise ee & ea & teach e_e 	List 29 page 130 	page 91 	Single word writing • page 114, 132, 140 Sentence writing • page 166, 195, 204 	pages 121-122 Apply -ing to relevant weekly list words or revision lists
6	Revise oa & ow & teach o_e 	List 31 page 131 	page 100 	Single word writing • page 134, 135, 142 Sentence writing • page 197, 198, 205 	pages 127-128
7		List 32 page 131 	page 109 	Single word writing • page 141 Sentence writing • page 206 	pages 129-130
8	Teach double consonants ll, ss, ff, zz	List 6, 7 & 8 page 118 & 119 	page 69, 72, 75 or 78 	Single word writing • page 143 Sentence writing • page 207 	pages 131-132 Apply -ed to relevant weekly list words or revision lists
9	Teach triple consonant blends CCC-	List 15 page 123 	page 60 or 66 	Single word writing • page 144 Sentence writing • page 208 	pages 135-136
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.				

The **Term 4** outline finalises the teaching of Stage 2 phonic concepts. The remaining digraphs, high-frequency words and multi-syllabic words are covered. It is likely that specific Stage 2 errors may still remain and require specific targeting. The table on page 18 can be used for this purpose.

Set 10
Code DRs10

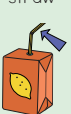


week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Letter Formation	HFWs	Suffixes
	Synthetic Phonics Stage 1 & 2  Code: SP2	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time Savers Stage  1 & 2 Code: SSPTs1	Repeated Reading & Phonic Dictation Phonic Dictation Stage 2  Code: Md2	Letter Formation for Little People Step 3  Code: Mliff3	Teaching High Frequency Words  Code: HFW	SSP Time Savers Stage 1 & 2  Code: SSPTs1
1	Revise short vowels and long split vowels 'a-e', 'e-e', 'i-e', 'o-e' & 'u-e' 	List 33 page 132 	page 88, 97 or 106 	Single word writing • page 138, 139, 140, 141, 142 Sentence writing • page 202, 203, 204, 205, 206	 Pages 141-142	Apply -ly to relevant weekly list words or revision lists Pages 206-207
2	Revise oo & u-e & teach ew 	List 25 page 128 	page 176 	Single word writing • page 113, 141, 145 Sentence writing • page	 Pages 139-140	
3	Revise oo, u-e & ew teach ue 	List 26 page 128 	page 185 	Single word writing • page 113, 141, 145, 146 Sentence writing • page 164, 165, 206, 210, 211	 Pages 143-144	
4	Revise ee & ea & teach y 	List 37 page 134 	page 191 	Single word writing • page 114, 132, 147 Sentence writing • page 166, 195, 212	 Pages 147-148	
5	Homophones: • words that sound the same when spoken but have different meanings and spellings	List 42 page 135 	page 210 	Single word writing • page Revision Sentence writing • page Revision	 Pages 145-146	
6	Multisyllabic words	List 34 page 132 	page 234 	Sentence writing • page 213	 Pages 149-150	Pages 210-211
7	Revise i-e & teach y 	List 35 page 133 	page 197 	Single word writing • page 139, 148 Sentence writing • page 203, 214	 Pages 151-152	Apply -y to relevant weekly list words or revision lists Pages 208-209
8	High-Frequency Heart Words 	List 46 page 138 	page 218 	Sentence writing • page 215	 Pages 153-154	
9	High-Frequency Heart Words 	List 47 page 139 	page 220 	Sentence writing • page 216	 Pages 155-156	
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.					

Year 2 Teaching Sequence

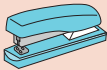


PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.

Year 2 Term 1 (Stage 2) Age-Appropriate Program											
Catch-Up Stage 2D SSP Kit Catch-Up Program											
Week 1		Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
kn knee 	ve sleeve 	revise aw straw 	revise or horse 	revise ee, ea, -y, e-e	revise oo, ue, ew u-e	revise ay, ai, a-e	revise o-e, ow, oe, oa	revise ow, ou	revise er, ir, ur	Bi & Tri Consonant Clusters CCC- & CC-	i child  ie pie  i-e vine -y cry
♥ Words: only, open, over				♥ word, work, world			♥ Monday, Wednesday, animal, buy				
											
Set 11											

Year 2 Term 2 (Stage 3) Age-Appropriate Program												PLD Decodable Reading Books			
Catch-Up Stage 3A SSP Kit Catch-Up Program															
Week 1	Week 2		Week 3		Week 4	Week 5		Week 6	Week 7	Week 8	Week 9		Week 10		
-ce face 	-se house 	-se cheese 	-ze sneeze 	-se cheese 	-ge hinge 	dg budget 	dge bridge 	igh light 	tch witch 	or (schwa) doctor 	air chair 	are square 	ear pear 	oul could 	o (oo) move 
♥ Words: because, earth, heard, learn					♥ city, excited, princess				♥ caught, dinosaur, aunty, laughed						
													 Set 12		

Year 2 Term 3 (Stage 3) Age-Appropriate Program																
Catch-Up Stage 3B SSP Kit Catch-Up Program																
Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	Week 7	Week 8	Week 9		Week 10	
ear	eer	ou	ui	mb	bt	al	o (oa)	a (e) wh (h)	ea (e)	ph	ore	oar	oor	our	qu	
hear	deer	soup	fruit	lamb	doubt	walk	both	many	whole	feather	phone	core	board	door	pour	
																
♥ Words: bought, brought, thought						♥ ghost, hour, autumn, castle					♥ often, guys, answer, write					
Set 13																

Year 2 Term 4 (Stage 3) Age-Appropriate Program Catch-Up Stage 3C SSP Kit Catch-Up Program										PLD Decodable Reading Books
Weeks 1 and 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
-le table 	-le & double medial letters	double letters in 2 syllable words	a (ay) stapler 	prefix be- begin 	tion (sh) fraction 	ey (ee) key 	Double Letters & HFW  words	revision	 Set 14	
❤ Words: school, friend, beautiful, once			❤ enough, young, country, cousin		❤ special, heart, pizza, through					

The **Term 1** teaching sequence has been designed for students entering the school year after a lengthy summer break. The purpose of this outline is to revisit and revise a large range of the Stage 2 concepts and to finalise the Stage 2 teaching.

Set 11
Code DRs11



Week	Target Phonic Concepts		Adult Assisted Decoding & Encoding Tasks		HFws	Suffixes
	Synthetic Phonics Stage 1 & 2	Structured Synthetic Phonics Time Savers Stage 1 & 2	Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation	Teaching High Frequency Words	SSP Time Savers Stage 1 & 2
	 Code: SP2	 Code: SSPts1	 Code: SSPts1	 Code: Md2 Code: Md3	 Code: HFW	 Code: SSPts1
1	Teach kn & ve 	List 36 page 133 List 39 page 135		Md2 page 203	 Pages 159-160	 Apply plural -s to relevant weekly list words or revision lists
2	Revise or, al & aw 	List 24 page 127		Md3 page 20	 Pages 161-162	 Apply plural -s to relevant weekly list words or revision lists
3	Revise ee, ea, y & e-e 	List 12 page 121		Md3 page 26	 Pages 163-164	 Apply -ing to relevant weekly list words or revision lists
4	Revise oo, ue & ew 	List 25 or 26 page 128		Md3 page 32	 Pages 165-166	 Apply -ing to relevant weekly list words or revision lists
5	Revise ay, ai & a-e 	List 2 page 116		Md3 page 35	 Pages 167-168	 Apply -ing to relevant weekly list words or revision lists
6	Revise o-e, ow, oe & oa 	List 9, 10 or 31 page 120 & 131		Md3 page 38	 Pages 169-170	 Apply -ed to relevant weekly list words or revision lists
7	Revise ow & ou 	List 19 page 125		Md3 page 41	 Pages 171-172	 Apply -ed to relevant weekly list words or revision lists
8	Revise er, ir & ur 	List 22 page 126		Md3 page 44	 Pages 173-174	 Apply -ed to relevant weekly list words or revision lists
9	Bi & Tri Consonant Clusters CC & CCC-	List 15 page 123		Md3 page 14	 Pages 175-176	 Apply -ed to relevant weekly list words or revision lists
10 Screen	i-e as in vine, i as in child, y as in cry 	List 16 or 35 page 123 & 133		Md2 page 194	 Pages 177-178	 Apply -ed to relevant weekly list words or revision lists

Term 2 commences the presentation of Stage 3 concepts. It is common for this group of students to secure high levels of Stage 1 & 2 accuracy (i.e. typically 80% or above) and have an emerging spelling ability in Stage 3 (i.e. 6%-44% in Stage 3). This stage marks the beginning of segmenting words into larger sound units. Students will be directed to apply syllabic strategies to decode and encode some of these longer words.

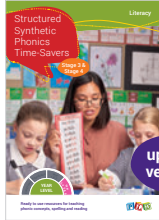
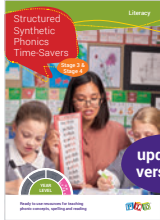
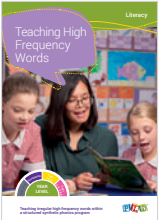
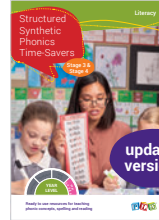
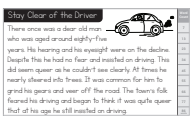
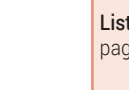
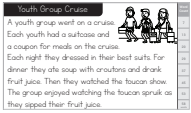
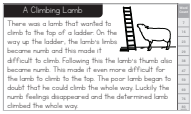
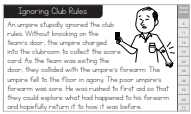
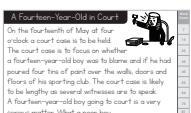
Set 12
Code DRs12



Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWs	Suffixes
	Structured Synthetic Phonics Time Savers Stage 3 & 4 Code: SSPTs3	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time Savers Stage 3 & 4 Code: SSPTs3	Repeated Reading & Phonic Dictation Phonic Dictation Stage 3 Code: Md3	Teaching High Frequency Words Code: HFW	Structured Synthetic Phonics Time Savers Stage 3 & 4 Code: SSPTs3
1	'ce' as /s/ 	List 18 page 20 	page 48 	 Pages 181-182 Pages 182-184 Pages 185-186 Pages 187-188	 Apply -ness to relevant weekly list words or revision lists
2	'se' as /s/, 'se' as /z/ 	List 19 page 21 	page 51 	 Pages 189-190 Pages 191-192 Pages 193-194	 Apply -en to relevant weekly list words or revision lists
3	'ze' as /z/, 'se' as /z/ 	List 20 page 21 	page 54 	 Pages 195-196 Pages 197-198 Pages 199-200 Pages 201-202	 Apply -est to relevant weekly list words or revision lists
4	'ge' as /j/ 	List 21 page 22 	page 93 		
5	'dge' as /j/ and 'dg' as /j/ 	List 22 or 23 page 22 & 23 	page 96 		
6	'igh' 	List 24 page 23 	page 84 		
7	'tch' as /ch/ 	List 29 page 26 	page 90 		
8	'or' /schwa/ as in doctor 	List 51 page 37 	page 200 		
9	'air', 'ear', 'are' as /air/ 	List 25 page 24 	page 145 		
10 Screen	'oul' as /short oo/ & 'o' as /long oo/ 	List 37 page 30 	page 166 		

Term 3 provides an opportunity to encode two and three-syllable words, as well as continue to develop vocabulary through the concepts presented. As students progress beyond simple texts, they must learn to read and spell multisyllabic words quickly and accurately. Syllabic spelling strategies are dominant in this term of work. Additionally, more complex High Frequency Words (HFW's) continue to be integrated into the Stage 3 lists.



Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		♥ HFWs	Suffixes
	Structured Synthetic Phonics Time Savers Stage 3 & 4  Code: SSPts3	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time Savers Stage 3 & 4  Code: SSPts3	Repeated Reading & Phonic Dictation Phonic Dictation Stage 3  Code: Md3	Teaching High Frequency Words  Code: HFW	Structured Synthetic Phonics Time Savers Stage 3 & 4  Code: SSPts3
1	'ear' & 'eer' as /ear/  	List 32 page 27 	page 160 	 Pages 205-206	
2	'ui' & 'ou' as /long oo/  	List 33 page 28 	page 114 	 Pages 207-208	Apply -er to relevant weekly list words or revision lists
3	'mb' as /m/ & 'bt' as /t/  	List 34 page 28 	page 108 	 Pages 209-210	Pages 173-175
4	'al' as /or/ & 'o' as /oa/ 	List 35 page 29 	page 169 	 Pages 211-212	 Apply -ing to relevant weekly list words or revision lists
5	'a' as /e/ & 'wh' as /h/ 	List 36 page 29 	page 203 & 238 	 Pages 213-214	
6	'ea' as /e/ 	List 38 page 30 	page 102 	 Pages 215-216	
7	'ph' as /f/ 	List 46 page 34 	page 197 	 Pages 217-218	Pages 164-166
8	'ore' as /or/ 	List 27 page 25 	page 127 	 Pages 219-220	 Apply -ed to relevant weekly list words or revision lists
9	'oar', 'oor' & 'our' as /or/   	List 28 page 25 	page 136 	 Pages 221-222	
10 Screen	Revision 	List 54 page 38 	page 78 	 Pages 223-224	
				 Pages 225-226	Pages 161-163

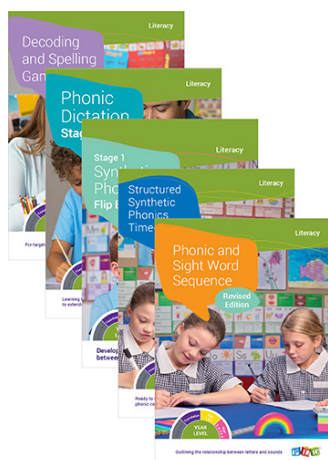
The **Term 4** outline finalises the teaching of Stage 3 phonic concepts. The remaining phonic concepts, high-frequency words and two-syllable words are covered. The integration of dictation should continue to be a key component of the weekly routine. This ensures that students develop skills to transfer known words into their extended writing.

Set 14
Code DRs14



w e e k	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWS	Suffixes
	Structured Synthetic Phonics Time Savers Stage 3 & 4 Flashcards from: SSPTs3 and SP3 updated versions	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time Savers Stage 3 & 4 Code: SSPTs3 updated versions	Repeated Reading & Phonic Dictation Phonic Dictation Stage 3 Code: Md3	Teaching High Frequency Words Code: HFW	SSP Time Savers Stage 3 & 4 Code: SSPTs3 updated versions
1	'le' as /schwa+/ 	List 39 page 31 	page 173 	 Pages 229-230	 Apply -ing to relevant weekly list words or revision lists
2	'le' as /schwa+/ 	List 40 page 31 	page 176 	 Pages 231-232 Pages 233-234	
3	'le' as /schwa+/ with double medial letters 	List 42 page 32 	page 182 	 Pages 265-266	
4	Double letters in 2 syllable words 	List 44 page 33 	page 72 	 Pages 235-236 Pages 237-238 Pages 239-240	 Apply -ing to relevant weekly list words or revision lists
5	'a' as /ay/ 	List 47 page 35 	page 206 	 Pages 241-242	
6	Prefix be: 'e' as /ee/ 	List 48 page 35 	page 191 		 Apply -s to relevant weekly list words or revision lists
7	'ti' as /sh/ 	List 45 page 34 	page 111 	 Pages 243-244	
8	'ey' as /ee/ 	List 49 page 36 	page 185 	 Pages 245-246 Pages 247-248	
9	High-Frequency Heart Words 	List 43 page 33 	page 77 	 Pages 249-250	Pages 176-178
10	Option 1: A spare week to cover school disruptions and/or short school terms Option 2: Select from the concepts not covered.				

PLD's evidence-based programs are available in Starter Packs. [Each Starter Pack](#) is discounted by 15%. These recommended programs are essential to successful implementation of the Teaching Sequences outlined in this manual.



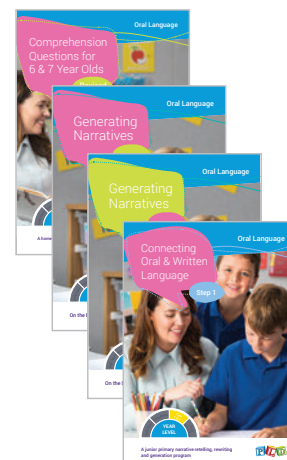
Essential Year 1 Literacy Starter Pack - Code: EY1L



Essential Year 2 Literacy Starter Pack - Code: EY2L



Essential Low Entry Year 1 & 2 Starter Pack - Code: EY12LE



Essential Year 1 & 2 Oral Language Starter Pack - Code: EY12OL

Integrated SSP Kits Year 1 & 2



PLD's Reading & Spelling Apps

PLD's range of reading and spelling apps are designed for repeated practice of early literacy skills and are ideal for both classroom and home use.

Purchase from:



Stage 1 Target 1: CVC Reading & Spelling

Reading Race 1a - CVC Words

Spell Star 1a - CVC Words

Two Player 1a - CVC Words

Stage 1 Target 2: 'sh', 'ch', 'th', 'oo', 'ee', 'ck' Reading & Spelling

Reading Race 1b - sh, ch, th, oo, ee, ck Words

Spell Star 1b - sh, ch, th, oo, ee, ck Words

Two Player 1b - sh, ch, th, oo, ee, ck Words

Stage 1 Target 3: CVCC & CCVC Reading & Spelling

Reading Race 1c - CCVC & CVCC Words

Spell Star 1c - CVCC & CVCC Words

Two Player 1c - CVCC & CVCC Words

Stage 1 Target 4: ar, or, er, ai/ay, oy/oi, all Reading & Spelling

Reading Race 1d - ar, or, ai, ay & oi Words

Spell Star 1d - ar, or, ai, ay & oi Words

Two Player 1d - ar, or, ai, ay & oi Words

Connecting Oral Language with Written Genres

Term 1	Term 2	Term 3	Term 4
Description Oral Language Explicit Instruction Schedule short daily (5-10 minute) sessions to instruct 'show and tell' or object descriptions. Rather than students bringing in something from home, the descriptions are recommended to be based upon semantic categories. For example: - Reptiles (in Weeks 1 and 2) - Occupations (in Weeks 3 and 4) - Transport (in Weeks 5 and 6) - Insects in Week 7 and 8) After teaching, age-appropriate description items can be brought in from home in weeks 9 and 10 for students to self generate their own descriptions.	Event-Based News Recounts Oral Language Explicit Instruction Schedule short daily (5 minute) sessions that instruct the explanation of an event. It is recommended that the event relates to something that occurred within the school day or summarises the curriculum learning that has occurred within a lesson. For example: "This afternoon the class plotted the capital cities around Australia because we are working on our mapping skills."	Activity Recounts Oral Language Explicit Instruction Over the length of the term, aim to focus on an activity retell each week or fortnight. In order to be time efficient, rather than designing an activity to support the process, utilise an activity within another subject. Opportunities for cross-curriculum links readily exist (e.g. designing rockets in Science or in Art when studying an artist and applying the style to a piece of art). Using the cards and/or poster engage in oral rehearsal prior to the written task. 	Narrative Rewrites and Generation Oral Language Explicit Instruction Select a picture book with the summary of narrative structure. The picture book overview suggest the level of oral language the teacher will model and also aim to elicit from the students. Once the students are familiar with the picture book, they are ready to engage in oral narrative retells. Initially they will engage in partial retells. Over the weeks, as narrative skills develop increase the elements retold.

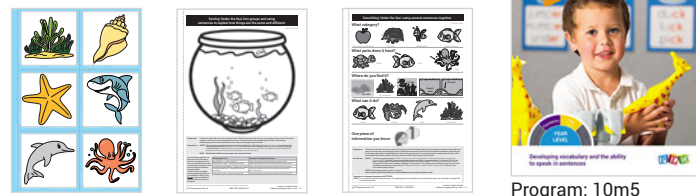
Vocabulary and Semantic Development Specifically for students with oral language difficulties (10 minutes once or twice a week)

Explicit Instruction

Vocabulary with carrier sentences are to be modelled by adults. The children can copy and then self generate on the basis of the following semantic categories:

TERM 1 - Fruit and Vegetables - Under the Sea - Weather and Seasons	TERM 2 - Animals - Mini-beasts (or Insects) - Jobs people do (or Occupations)
--	--

Supplement the program cards with semantic-based plastic items so that the enjoyment is maximised while engaging in repeated oral language practice.



Program: 10m5

Explicit Instruction

Presentation of scripted questioning on the basis of the following semantic categories:

TERM 3 - The Zoo - Transport - At Home - Food - School	TERM 4 - Australian Animals - Clothes - Under the Sea - A Birthday Party
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Program: Sem5

Boost Reading Comprehension (through the facilitation of a home program)

Scripted Picture Book Comprehension Questions (to supplement reading books)

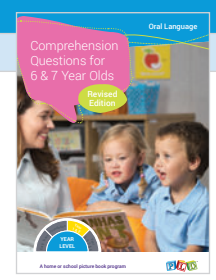
Instructions

Provide a book with its corresponding scripted question card each week. Students can likely read the picture books but it is still appropriate for adults to read and ask the questions.

Progress Check (optional)

The comprehension questions program includes a targeted progress check. It can be presented mid year and/or at the end of the year. The information will provide evidence of progress and/or can be used to accompany a referral to a speech pathologist.

Scan here for Parent Training Videos



Program: Mc6



This list can be used to determine which programs will be most suitable. Once the required items have been selected, go to the PLD website to place a Quick Order.

Website Code	PLD Program or Resource Title	Hard Copy Price inc. GST	School License Annual Price inc. GST
SSPKitY1	Integrated SSP Kit for Year 1 - Full Kit	\$825.00	
SSPKitY2	Integrated SSP Kit for Year 2	\$825.00	
SSPKitSup	Support Kit (Tier 2 and 3)	\$975.00	
PLD Starter Packs (Includes 20% discount on the program cost)			
EY1L	Essential Year 1 Literacy Starter Pack Includes: Bpsw, SSpts1, Sp1, Sp2, Md1, Md2	\$405.00 \$408.02	School license prices vary according to school size. Check website for details.
EY2L	Essential Year 2 Literacy Starter Pack Includes: Bpsw, SSpts1, SSpts3, Md2, Md3, Sp3	\$405.00 \$414.40	
EY12LE	Pre-CVC Entry to Year 1 & 2 Classes Pack Includes: CCread, CCspell, Bal, Bcvc	\$330.00 \$280.52	
EY120L	Essential Year 1 & 2 Oral Language Starter Pack Includes: Mn68, CCgn1, CCgn2, Mc6	\$255.00 \$216.76	
UY1LOL	Ultimate Literacy & Oral Language Year 1 Starter Pack Includes: Bpsw, SSpts1, Sp1, Sp2, Md1, Md2, Mn68, CCgn1, CCgn2, Mc6	\$660.00 \$624.78	
UY2LOL	Ultimate Literacy & Oral Language Year 2 Starter Pack Includes: Bpsw, SSpts1, SSpts3, Sp2, Sp3, Md2, Md3, Mn68, CCgn1, CCgn2, Mc6	\$660.00 \$631.16	
Literacy			
Bpsw	Phonic and Sight Word Sequence (Full year resource)	Essential Program \$82.50	
SSPts1	Structured Synthetic Phonics Time-Savers - Stage 1 & 2 (Full year program)	Essential Program \$82.50	
SSPts3	Structured Synthetic Phonics Time-Savers - Stage 3 & 4	Essential Program \$82.50	
Sp1	Synthetic Phonics Flip Book - Stage 1 (Full year program)	Essential Program \$75.00	
Sp2	Synthetic Phonics Flip Book - Stage 2 (Full year program)	Essential Program \$75.00	
Sp3	Synthetic Phonics Flip Book - Stage 2, 3 & 4	Essential Program \$75.00	
Md1	Phonic Dictation - Stage 1 (Full year program)	Essential Program \$82.50	
Md2	Phonic Dictation - Stage 2 (Full year program)	Essential Program \$82.50	
Md3	Phonic Dictation - Stage 3 (Full year program)	Essential Program \$82.50	
Bsw1	Decoding and Spelling Games - Stage 1 (Full year program)	\$82.50	
Bsw2	Decoding and Spelling Games - Stage 2 (Full year program)	\$82.50	
Mfwa	First Writing Activities (Full year program)	\$82.50	
SAjp	Spelling Activities for the Junior Primary (Full year program)	\$82.50	
Bcvc	CVC Words Reading, Spelling and Writing Tasks (Stage 1, Target 1)	\$82.50	
Bph1	Early Stage 1 Reading, Spelling and Writing Tasks - Target 2 (Stage 1, Target 2)	\$82.50	
Bblends	CCVC and CVCC Reading, Spelling and Writing Tasks - Stage 1, Target 3 (Stage 1, Target 3)	\$82.50	
Bph2	Late Stage 1 Reading, Spelling and Writing Tasks - Target 4 (Stage 1, Target 4)	\$82.50	
G1	Phonic Bingo Games - Stage 1 (Full year program)	\$55.00	
SWCy1	Phonic Sound Wall Charts for Year 1 (Full year display item)	\$55.00	
Fcp	Phonic Flash Cards - Stage 1 - 4 (Full year program)	\$55.00	
For Pre-Literacy Students in Year 1 & 2			
CCread	Teach a Child to Read in 3 Steps (Pre-literacy program)	\$82.50	
CCspell	Teach a Child to Spell in 3 Steps (Pre-literacy program)	\$82.50	
Bal	Alphabet Letter Sounds (Pre-literacy program)	\$82.50	
CCpfr	Preparing for Reading (Phonemic blending program)	\$82.50	
CCpfs	Preparing for Spelling (Phonemic segmentation program)	\$82.50	
L2b2	Learning to Blend Three Phonemes (Phonemic blending program)	\$75.00	
L2s	Learning to Segment CVC Words (Phonemic segmentation program)	\$75.00	



This list can be used to determine which programs will be most suitable. Once the required items have been selected, go to the PLD website to place a Quick Order <https://pld-literacy.org/quick-order/> and follow the steps to create a quote/order. For schools new to PLD, please submit a Quote Request <https://pld-literacy.org/request-quote/> or contact our office <https://pld-literacy.org/contact-us/>.

Website Code	PLD Program or Resource Title	Hard Copy Price inc. GST	School License Annual Price inc. GST
Year 1 Decodable Reading Books (Semester 1)			
Year 1 Semester 1			School license prices vary according to school size. Check website for details.
DRset7	PLD Decodable Reading Books (Set 7 – ar, or, er, ay, ai, oy, oi, all, ng)	\$250.00	
DRset8	PLD Decodable Reading Books (Set 8 – ir, ur, ea, aw, oa, ow, ou)	\$165.00	
HRset3	Home Reading Books (Set 3): (30 titles)	\$285.00	
SRmulti3	Fiction Group Reading Books (Set 3): (60 books, 6 copies of the 10 titles)	\$600.00	
NFmulti3	Non-Fiction Group Reading Books (Set 3): (60 books, 6 copies of the 10 titles)	\$570.00	
Year 1 Semester 2			
DRset9	PLD Decodable Reading Books (Set 9 – a-e, i-e, o-e, e-e, u-e, ff, ll, ss, zz, triple initial consonant blends)	\$165.00	
DRset10	PLD Decodable Reading Books (Set 10 – ue, ew, y, i, ie, kn, ve, consonant blends double initial & double final)	\$165.00	
HRset4	Home Reading Books (Set 4): (29 titles)	\$290.00	
SRmulti4	Fiction Group Reading Books (Set 4): (60 books, 6 copies of the 10 titles)	\$630.00	
NFmulti4	Non-Fiction Group Reading Books (Set 4): (60 books, 6 copies of the 10 titles)	\$590.00	
Junior Primary Catch-Up Series			
HRset1b	Catch-Up Junior Fitzroy Reading Books (Set 1): CVC, CCVC & CVCC focus (20 books)	\$119.90	
HRset2b	Catch-Up Junior Fitzroy Reading Books (Set 2): Stage 1 phonics (20 books)	\$119.90	
HRset34b	Catch-Up Junior Fitzroy Reading Books (Set 3): Stage 1 & Stage 2 phonics (20 books)	\$119.90	
L1mail	Introducing Vowel Digraphs: Stage 1 Target 4 & Stage 2 (14 titles)	\$85.00	
SVset	Split Vowel Spelling Set: long or split vowels: a-e/e-e/i-e/o-e/u-e (6 titles)	\$50.00	
Deggs1	Dragon Eggs (Set 1): Stage 1 & Stage 2 phonics (10 titles)	\$105.00	
Oral Language			
Mn68	Connecting Oral & Written Language - Step 1 (Full year program)	\$82.50	
CCgn1	Generating Narratives - Set 1 (Semester 2 program) Essential Program	\$45.00	
CCgn2	Generating Narratives - Set 2 (Semester 2 program) Essential Program	\$45.00	
Mc6	Comprehension Questions for 6 - 7 Year Olds (Full year home program) Essential Program	\$82.50	
10m5	10 Minute Language Games - Set 2 (Students with language delays, Semester 1) Essential Program	\$82.50	
Sem5	Semantic Scenes and Questioning - Set 2 (Students with language delays, Semester 2)	\$82.50	
Ssd	Speech Development Screen (Students with speech errors)	\$82.50	
Movement & Motor			
Mlff3	Letter Formation for Little People - Step 3 (Full year program)	\$82.50	



Professional Development Options

Online Courses:

Implementing SSP in the Year 1 & 2	\$149.00
Pre-CVC and Early Stage 1 Skills	\$99.00

These prices are subject to change. The PLD website will always feature current prices.

Orders placed before midday AWST are dispatched the same day (delivery times vary). Freight charges will depend on weight and the delivery location within Australia.

Once you have selected the titles required, order directly here: <https://pld-literacy.org/quick-order/>

FAQ: How High-Frequency Words (HFWs) Operate Within PLD's SSP Program

Scan here for HFWs resource

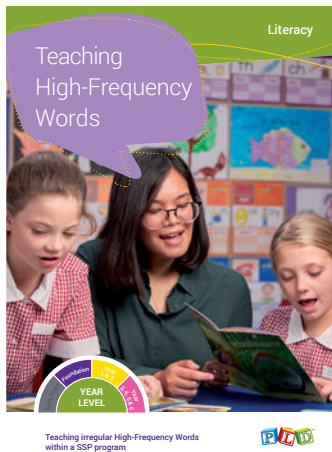


The existing evidence-base consistently argues for HFWs to be integrated within a SSP program and HFWs to match the phonics teaching sequence.

The charts organise HFWs into:

Flash Words: HFWs that are regular and decodable. These words are used frequently, so students need repeated decoding and encoding practice so that they can be recognised (read) and reproduced (spelled) in a flash.

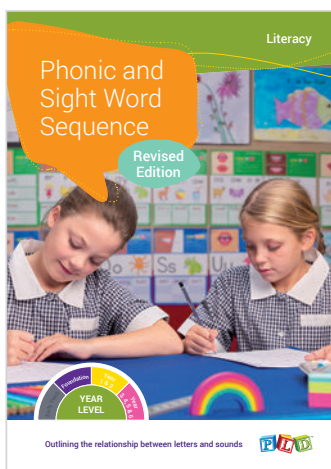
Heart Words: HFWs that contain an irregular concept or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart while still using a speech-to-print approach.



Code: HFW



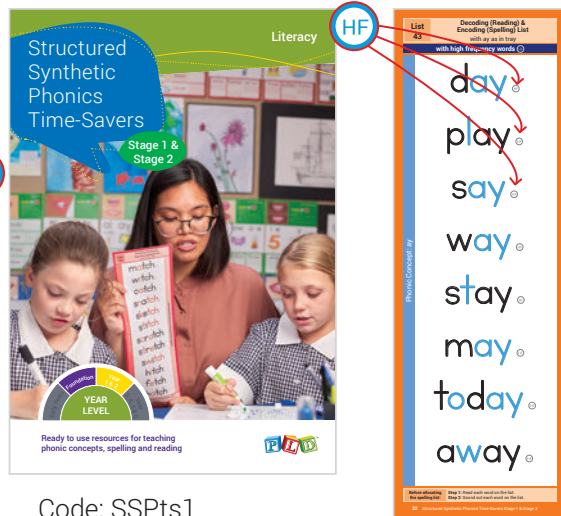
Download charts from the QR code above.



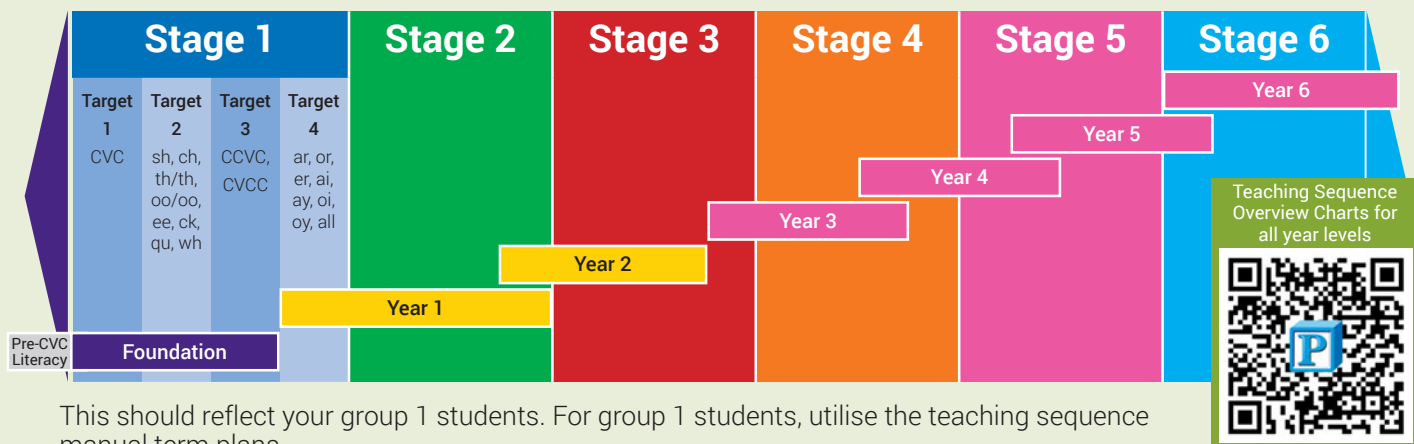
Code: Bpsw

Stage 1 Decoding and Spelling Words			
Key: high frequency words words which include suffixes * extension words			
1.2: Target 2 CVC Words with Early Stage 1 Digraphs			
sh (as in hush)			
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. ch-a-t			
fish	wish	shot	shop
finished	shun	cash	shed
rush	gash	ship	hush
sash	dish	bash	dash
mash	lash	gush	shin
shut	*brush	*shelf	*shift
ch (as in chop)			
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. ch-a-t			
chip	such	much	*chicken
*lunch	chin	chum	rich
chat	chop	chug	chap
*chest	*child		
th (v) = voiced as in feather			
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. th-a-t			
that (v)	them (v)	this (v)	then (v)
than (v)			
th (u) = unvoiced as in thumb			
Tip: th and th see rule sounds - stick your tongue out.			
with (u)	*think	*thank	moth (u)
thus (u)	thud (u)	math (u)	*thrash (u)
*thick (u)			
wh (as in whip)			
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. wh-e-n			
Spelling rule: Only use at the beginning of a base word.			
when	which	whip	whim
whiz	wheel	whack	
ck (as in clock)			
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. t-i-ck			
Spelling rule: Only use at the end of a base word.			

Code: SSPts1



FAQ: How Do the PLD Stages Correspond to Year Levels?



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.

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.

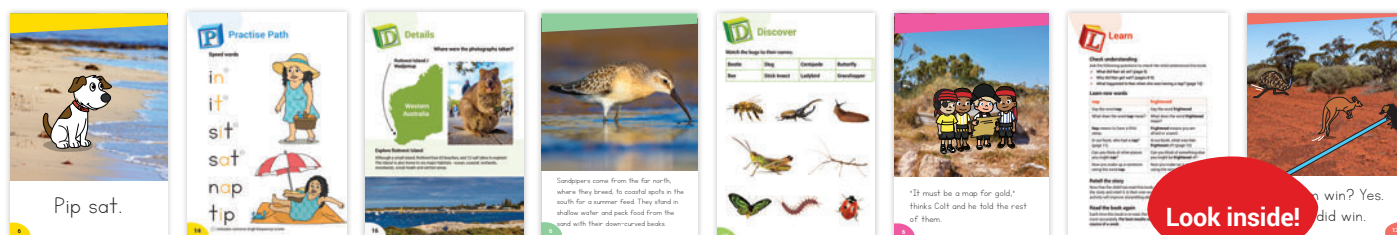


For more information visit
<https://pld-literacy.org/decodables>



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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