Teaching Sequence Manual

Year 1 & 2



What to teach?

When to teach?

How to cater for the range in ability?

PRIMARY PUBLISHER OF THE YEAR
4-time winner

Literacy
Oral Language
Movement & Motor

Contents

Introduction 3

Year 1
Three Targeted Teaching Groups 4

Year 2
Three Targeted Teaching Groups 5

Implementing PLD's SSP with Integrated SSP Kits 6

Implementing PLD's SSP with Starter Packs 7

Year 1 & 2
Speech-to-Print Mapping 8

Year 1 & 2
Phonic Dictation 9-10

Students Entering Year 1 & 2 Scoring 0% to 40% on the Stage 1 Target 1 (CVC) Screens 11

Decodable Reading Books 12

Literacy Term Overviews

Catch-Up Programs

Stage 1 Target 1 13

Stage 1 Target 2 14

Stage 1 Target 2 & 3 15

Teaching Sequence

For Age Appropriate Students 16

For Delayed Students 17

Year 1 Programs (and Catch-Up Programs) 18

Term 1: Stage 1 Target 4 19

Term 2: First Term of Stage 2 20

Term 3: Seconds Term of Stage 2 21

Term 4: Third Term of Stage 2 22

Year 2 Programs (and Catch-Up Programs) 23

Term 1: Forth Term of Stage 2 24

Term 2: First Term of Stage 3 25

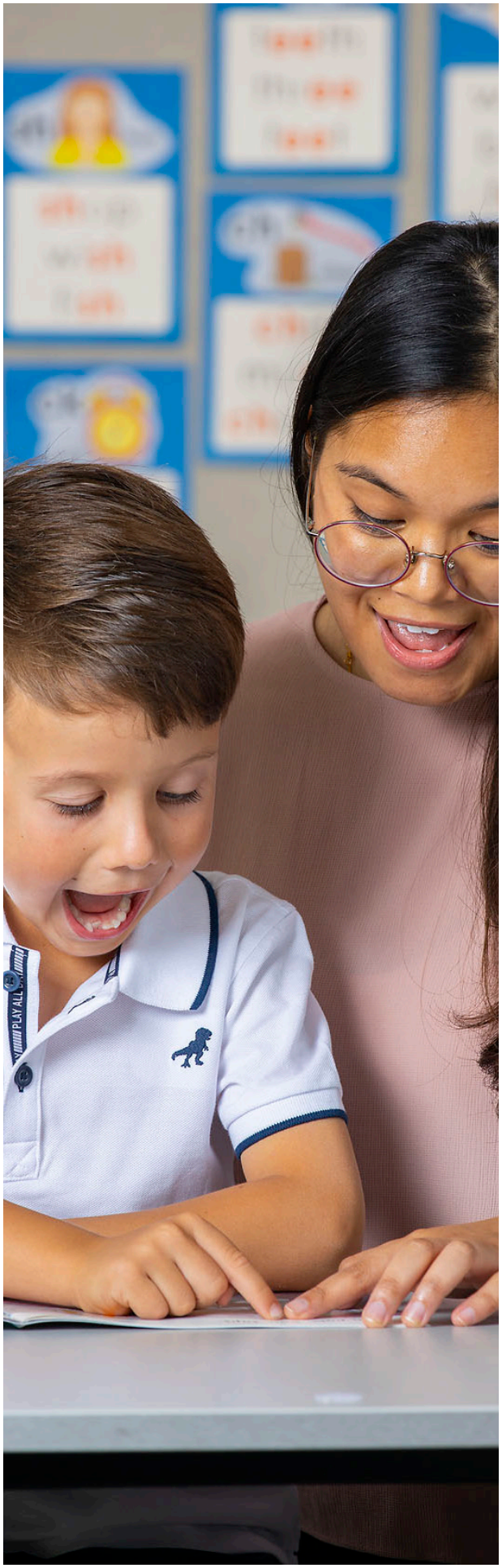
Term 3: Seconds Term of Stage 3 26

Term 4: Third Term of Stage 3 27

Essential PLD Programs for Successful Implementation ..... 28 & 30 - 31

Targeting Oral Language Over the Full Year 29





© PLD Organisation Pty. Ltd.

Introduction

Scan here for the full Year 1 & 2 implementation

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.

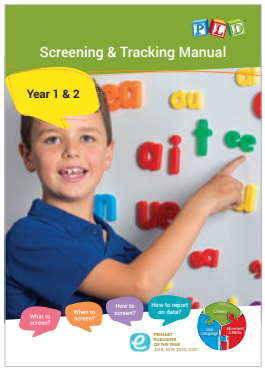
In any Year 1 or 2 classroom, there is going to be a diverse range of literacy abilities and learning needs. PLD's programs are suitable for whole-class, small group and targeted intervention settings. This manual will guide educators to deliver age-appropriate teaching sequences, although it is acknowledged 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.

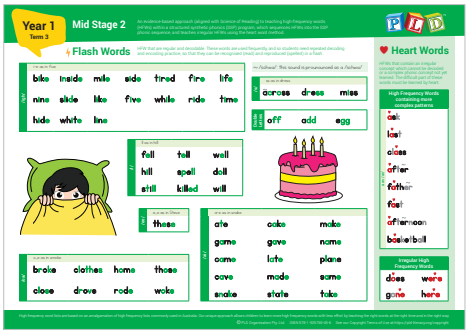
The sequences we have included in this manual are recommendations, however teacher agency should ultimately inform termly programs. If you have students presenting with weaker literacy skills, you may need to refer to and implement the sequences from the Foundation manuals. For ease, the Foundation outlines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

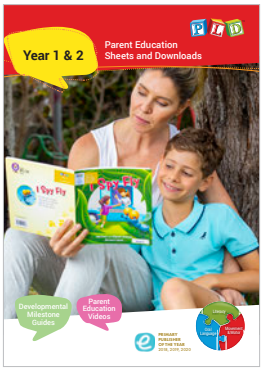
Getting Started with PLD in Year 1 & 2

Step 1: Downloads available on the PLD the website.





Free Downloads



Parent Hub

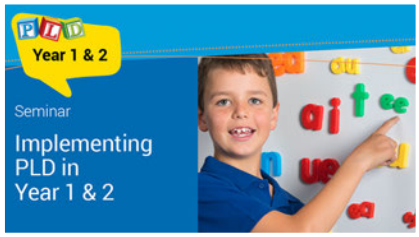
Step 2: Professional Development

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

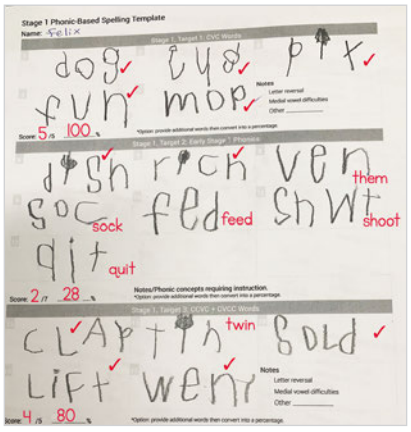
Scan here for the Year 1-2 Screening Manual

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 Page 27 in the Year 1&2 Screening & Tracking Manual			Term 2 Focus: Testing & data entry within week 1 Page 10 in the Year 1&2 Screening & Tracking M			
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 CVCC	Target 4 ar, or, er, ay, all, oi
/26 Raw Score	/5 =Enter %	/5 =Enter %	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %
			Term 1 Focus: Stage 1 Traget 1 and pre-CVC gaps			
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 2 & 3 Outline			
			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 4 Following the Outline			
			100	85	80	33
			100	85	100	22
			80	85	100	22
			100	85	80	33
			80	100	100	22
			100	85	80	33
			80	100	100	22
			100	100	80	33
			80	85	80	22
			80	85	80	22
			100	85	80	33
			80	100	100	22
			100	85	80	33
			100	85	80	33

Request the PLD Tracking Sheets at:
https://pld-literacy.org/plds-tracking-sheets/

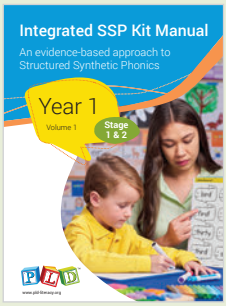
Step 4
- Highlight in yellow the teaching focus of the term ahead.

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

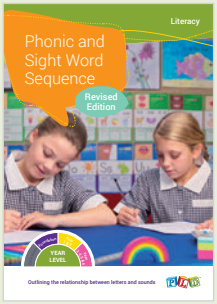
OPTION 2 - Time-Savers (Starter Packs)

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

Group 1 — Target 1





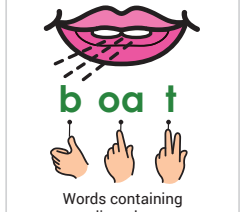
Group 2 — Target 2 & 3





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, skipp over concepts already establishe				
80	28	0	0	0
80	14	0	0	
Term 1 Focus: Stage 1 Target 4, skipp over concepts already establishe				
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

Request the PLD Tracking Sheets at:
https://pld-literacy.org/plds-tracking-sheets/

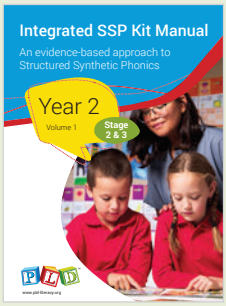
Step 4
- Highlight in yellow the teaching focus of the term ahead.

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.

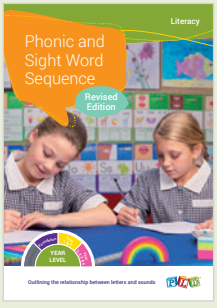
Integrated SSP Kit for Year 2 - Code: SSPKitY2

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



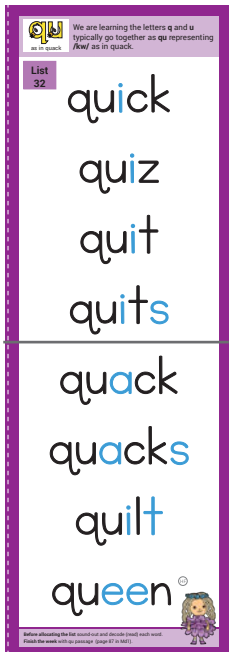
OPTION 3 - Teacher Created

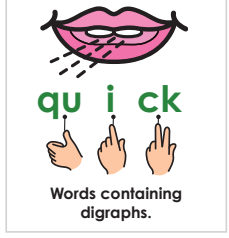
Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).

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

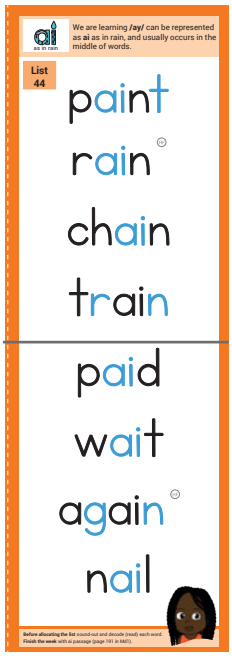
Phonic & Sight Word Sequence - Code: BPSW

Group 1
Target 2



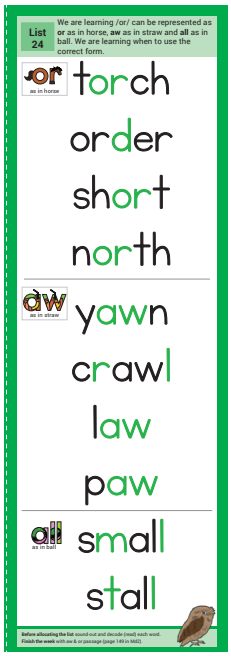


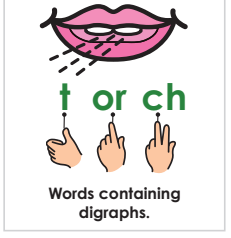
Group 2
Target 4





Group 3
Stage 2





Implementing PLD's SSP in Year 1 & Year 2

Overview of the Weekly Literacy Block Tasks

Scan here for SSP Kit

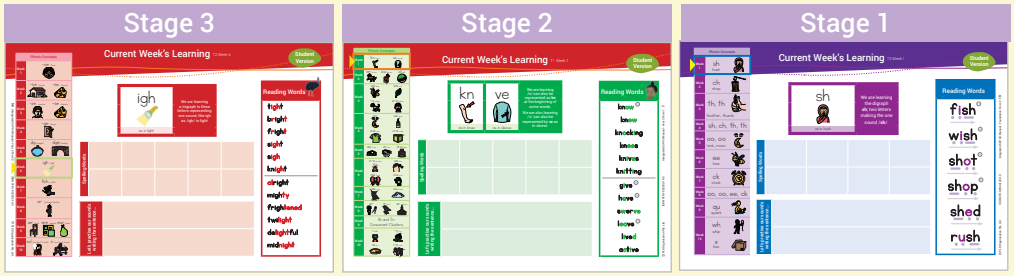


It is recommended that the PLD SSP program is taught for approximately **30 minutes** daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. The examples below outlines our suggested framework for a Year 2 literacy block,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

Monday, Tuesday, Wednesday

Whole Class Daily Review

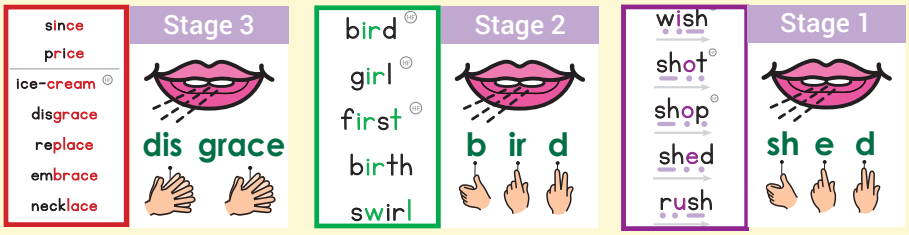
Teacher Directed (10 - 15 minutes)



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.



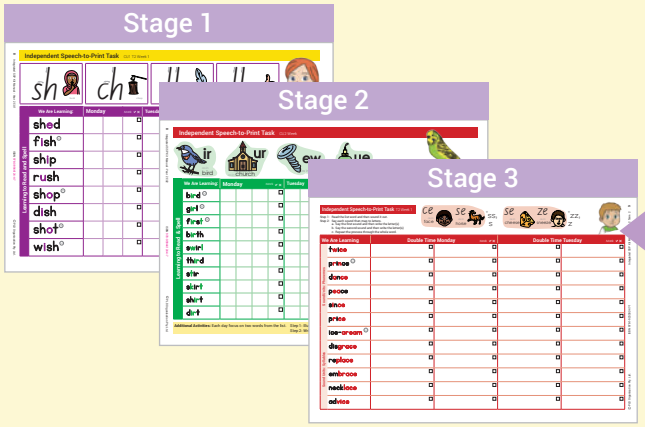
Vocabulary words and syllabic spelling.

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)

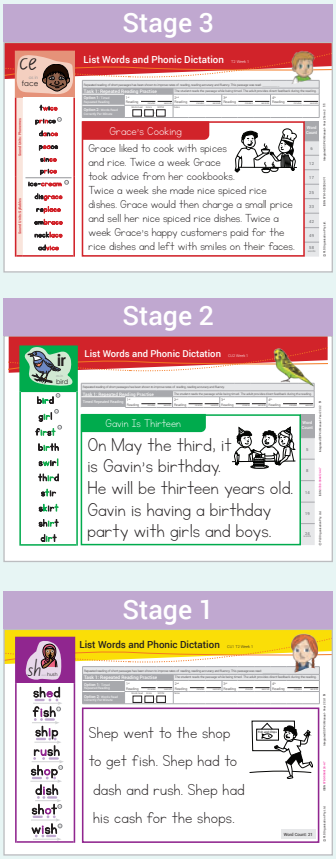


See pages 17-18 of the User Guide for implementation instructions.

Thursday, Friday

Repeated Reading and Phonic Dictation

Teacher Directed (30 minutes)



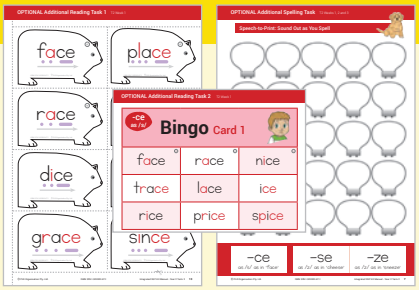
Scan here for Demonstration Videos

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.

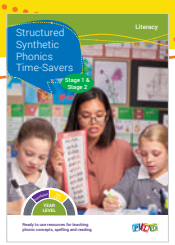


© PLD Organisation Pty. Ltd.

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

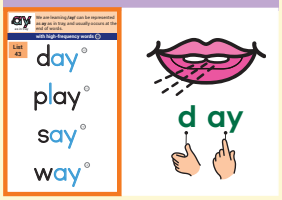
Teacher Directed (10 - 15 minutes)

Revise and teach high-frequency heart words	Revision of each groups phonic concepts	Read & spell previously taught words
the, she, put, pull	Group 3: Mm Rr Hh Ee Dd Cc Group 2: sh ch th Group 1: ay ai	pan, much, speed

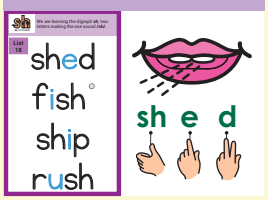
Whole Class Teaching of the Three Phonic Word Lists

Teacher Directed (5 minutes)

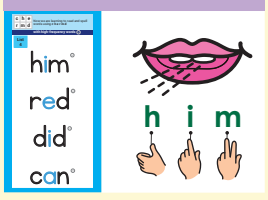
Target 4



Target 2



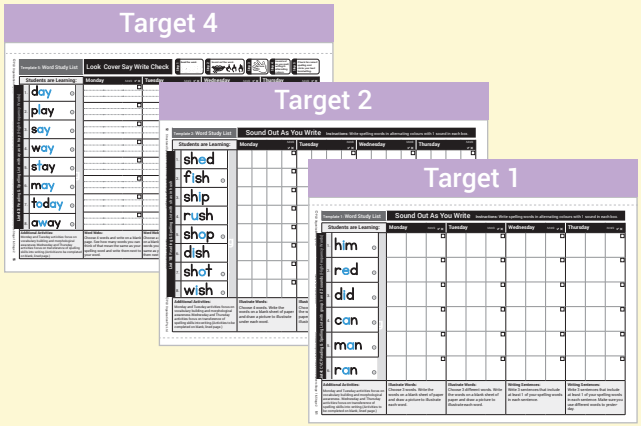
Target 1



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)



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

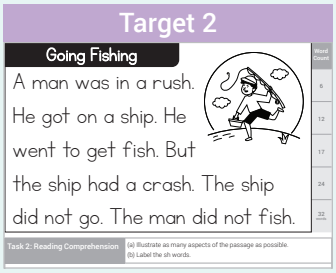
Phonic Dictation

Teacher Directed (30 minutes)

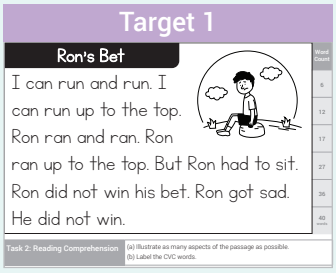
Target 4



Target 2



Target 1



Source: Phonic Dictation Stage 1

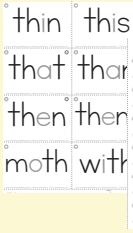


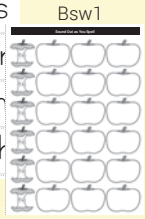
Demonstration Videos

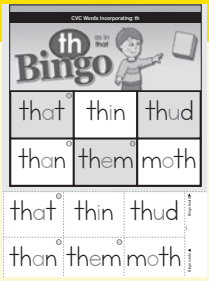
Additional Literacy Tasks

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.







© PLD Organisation Pty. Ltd.

Scan here for Year 1 and 2 Demonstration Videos

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)

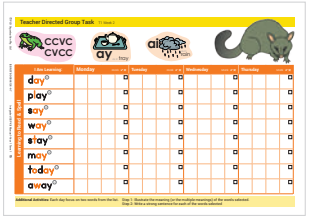
Students move to their workstations. Each student will complete the **same** task using their assigned word list. Students will engage in the Speech-to-Print templated task. Additional tasks are provided at the base for early finishers.

TIPS!

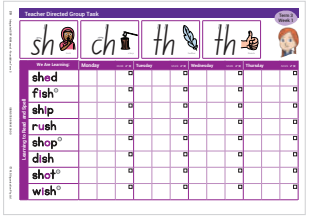
- Set a timer to ensure task completion within the designated time.
- While students work independently, consider providing additional support to the Tier 3 students, as they will benefit from teacher guidance.
- If there are any outlier groups with specific word lists, dedicate time during the 'Apply'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

Sample Templates

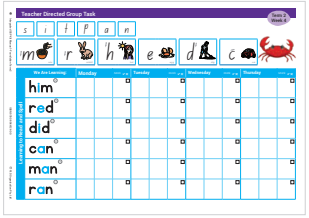
Group 1 Task



Group 2 Task



Group 3 Task



*Source - SSP Kits or SSP Time-Savers Range

Year 1 & 2
Phonic Dictation Presentation Instructions

Scan here for Dictation Information

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

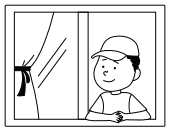
If you are confident with the above process, there is an option to record the phonic dictation for the Tier 1 students allowing them to work independently while you guide the Tier 2 and Tier 3 students (15 minutes each).

- 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

Source: Phonic Dictation Stage 2



Demonstration Videos



Demonstration Videos

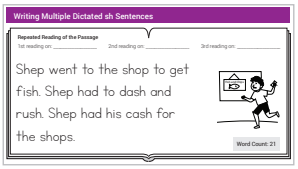
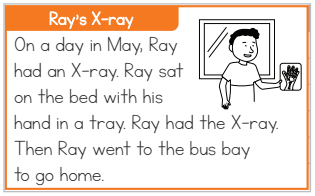
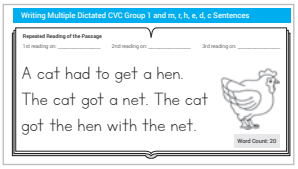
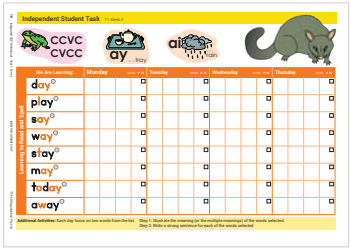
Year 1 & 2
Managing 2 or 3 Groups with Phonic Dictation

Scan here for Dictation Information

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.

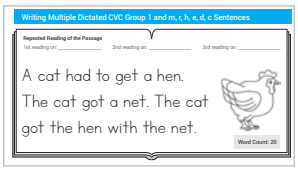
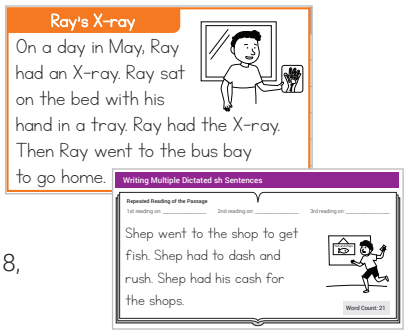
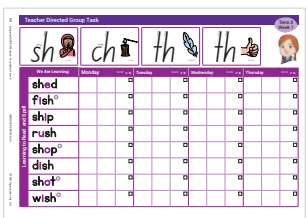
Two Adults

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). 

© PLD Organisation Pty. Ltd.

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%)

i.) Was the task presented with short pauses between sounds? ☐Yes ☐No
ii.) Did the student request the sounds to be repeated? ☐Yes ☐No
iii.) Did the student repeat the sounds in order to process the task? ☐Yes ☐No
iv.) Did the task appear difficult? ☐Yes ☐No
v.) Other

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

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

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

Negative Observations (suggesting further skill development is required)

i.) Did the student confuse the task and provide letter names? ☐Yes ☐No
ii.) Did the task appear difficult? ☐Yes ☐No
iii.) Other

Notes

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

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

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

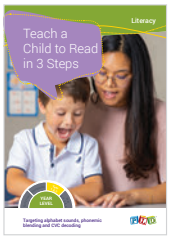
Negative Observations (suggesting further skill development is required)

i.) Slow speed of recall with pausing and/or hesitation. ☐Yes ☐No
ii.) Did the student possess any letter/ sound confusion? ☐Yes ☐No
iii.) Other

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

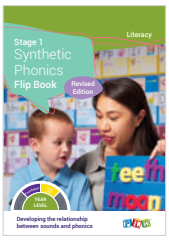
PRE-CVC PROGRAMS



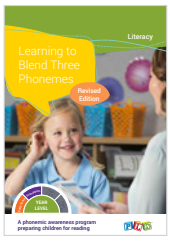
Teach a Child to Read in 3 Steps - Code: CCread



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



Stage 1 Synthetic Phonics Flipbook - Code: SP1



Learning to Blend Three Phonemes - Code: L2B2

PLD PHONIC APPS



Reading Race 1a

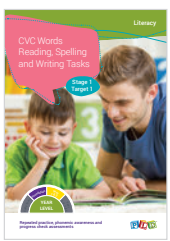


Spell Star 1a

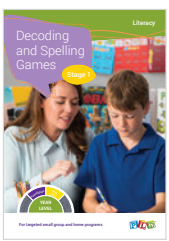


Two Player 1a

CVC LITERACY PROGRAMS



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



Stage 1 Decoding and Spelling Games - Code: Bsw1



Alphabet Letter Sounds - Code: Bal

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

Professional Learning to Support Students with Low Literacy Skills

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



© PLD Organisation Pty. Ltd.

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			
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
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, I			HFW Words ♥ the, is			HFW Words ♥ as, has his, of			HFW Words ♥ was, for			

Decodable Reading Books



Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
sh hush	ch chop	th, th feather, thumb	sh ch th th	oo, oo look, moon	ee bee	ck clock	oo oo ee ck	qu quack	wh whip	x box
♥ Words: me, we, be, she, he			♥ Words: to, do, who, into				♥ Words: are, you			

Decodable Reading Books



Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-10
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
♥ Words: me, we, be, she, he			♥ Words: to, do, who, into			♥ Words: are, you		

Decodable Reading Books



Year 1

Term 1

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

Decodable Reading Books



Term 2, 3 & 4

Term 2 — Set 8 Code DRs8



Term 3 — Set 9 Code DRs9



Term 4 — Set 10 Code DRs10



Scan here for PLD decodable books

pld-literacy.org/decodables

Year 2

Term 1, 2, 3 & 4

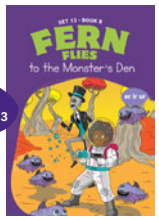
Term 1 — Set 11 Code DRs11



Term 2 — Set 12 Code DRs12



Term 3 — Set 13 Code DRs13



Term 4 — Set 14 Code DRs14



Stage 3 Graphic Novels to finish Decodable Book allocation

Thereafter students progress onto generalised reading books.

© PLD Organisation Pty. Ltd.

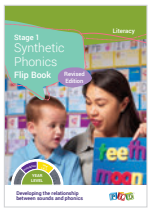
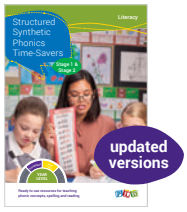
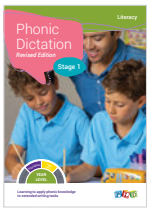
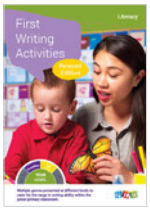
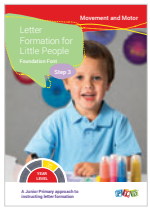
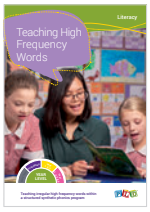
Typically Foundation Term 2

Catch-Up Pre-CVC Skills and Stage 1 Target 1

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.



Set 1 Code DRs1 | Set 2 Code DRs2 | Set 3 Code DRs3 | Set 4 Code DRs4

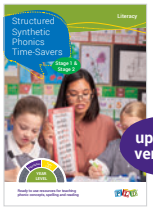
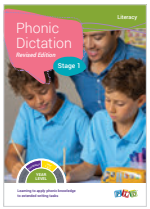
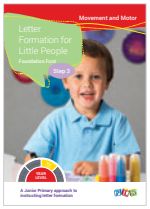
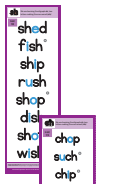
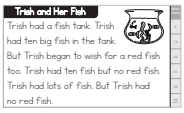
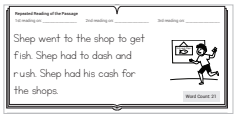
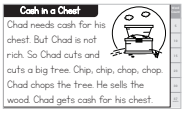
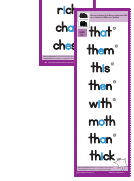
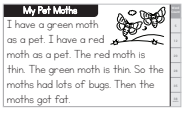
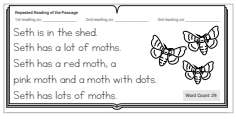
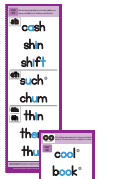
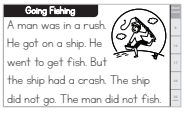
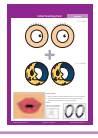
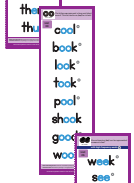
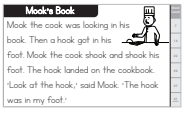
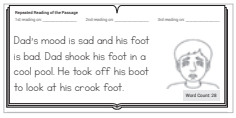
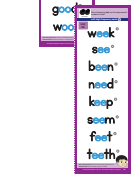
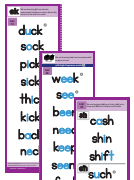
week	Phonological Awareness	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation (Option 1)	Repeated Reading & Phonic Dictation (Option 2)	Letter Formation	♥ HFWs
		Synthetic Phonics Stage 1	Structured Synthetic Phonics Time Savers Stage 1 & 2	Phonic Dictation Stage 1	First Writing Activities	Letter Formation for Little People Step 3	Teaching High Frequency Words
		 Code: SP1	 Code: SSPts1	 Code: Md1	 Code: Mfwa	 Code: MIff3	 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	It is Pip.	pages 18-29	pages 13 - 14
2			List 2 page 11	page 14	It is Pip. Sit Pip. Pip Sat. Pat Pip.		pages 15 - 16
3			List 3 page 12	page 17	Repeated reading and Phonic Dictation		pages 19-20
4		Group 1 and Group 2 alphabet sounds	List 4 page 12	page 20	A man is sad.	pages 30-41	pages 17 - 18
5			List 5 page 13	page 23	A man in a hat. A sad man in a hat.		pages 25 - 26
6			List 6 page 13	page 29	A man had a red bag and a hat. His hat got in the mud. The man is sad. Repeated reading and Phonic Dictation		pages 23 - 24
7		Group 1, Group 2 and Group 3 alphabet sounds	List 9 page 15	page 38	A pig in mud.	pages 42-53	pages 21 - 22
8			List 10 page 15	page 47	A pig in mud. A pig sat in it. A pig sat in mud.		pages 29 - 30
9			List 11 page 16	page 40	A pig sat in mud. A pig had a dip in the mud. A pig in a wig got wet. Repeated reading and Phonic Dictation		
10 Screen		Group 1, Group 2, Group 3 and Group 4 alphabet sounds	List 17 page 19	page 41	A cat on a mat. A fat cat. A cat on a mat. Fat cat sat on the mat. The vet has a pet rat. The vet has a pet cat and a dog. But the vet has not got a pet hen. Repeated reading and Phonic Dictation	pages 54-69	pages 31 - 32

Typically Foundation Term 3

Catch-Up Stage 1 Target 2

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.



week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation (Option 1)	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation (Option 2)	Letter Formation	♥ HFWs
	Synthetic Phonics Stage 1	Structured Synthetic Phonics Time Savers Stage 1 & 20	Phonic Dictation Stage 1	First Writing Activities	Letter Formation for Little People Step 3	Teaching High Frequency Words
	 Code: SP1	 updated versions Code: SSPts1	 Code: Md1	 Code: Mfwa	 Code: MIff3	 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

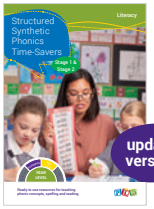
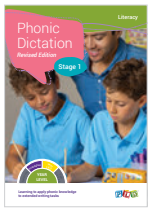
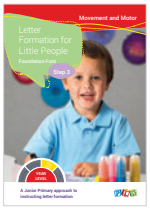
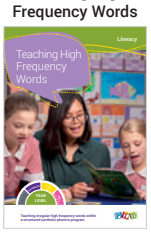
Typically Foundation Term 4

Catch-Up Stage 1 Target 2 & 3





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: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation (Option 1)	Letter Formation	♥ HFWs
	Synthetic Phonics Stage  Code: SP1	Structured Synthetic Phonics Time Savers Stage 1 & 2  updated versions Code: SSPts1	Phonic Dictation Stage 1  Code: Md1	Letter Formation for Little People Step 3  Code: Mlff3	Teaching High Frequency Words  Code: HFW
1		List 20 page 21	page 75 **Rich Chad** Chad has such a lot of cash. Chad has a ship. Chad has a shed and Chad has a big shop. Chad gets such a lot of cash from his shop. Chad is rich but Chad is a good chap.	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 **Beth's Maths** Beth had a big maths sum to do. The maths made Beth think and think. Then Beth did the sum. Beth got to add up the maths sum. Beth is good at maths.	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 **The Good Cook** A good cook was cooking. He was cooking a bun. The cook was good at cooking buns. The cook looked in his cookbook. Soon the cook shook and shook. That bun was hot. The good cook shook his red hand.	oo-Single word writing • page 113 oo-Sentence writing • page 144	 pages 39-40
4		List 26 page 23	page 114 **The Deep Reef** This week, the leech and the eel are to meet. The leech and the eel are keen to go. The leech and the eel are keen to swim to the reef. They will swim to the deep reef with the reeds. The leech and the eel will have fun.	ee-Single word writing • page 114 ee-Sentence writing (p.146)	 pages 43-44
5		List 24 page 22	page 96 **A Stack of Food** At the back of the shack the duck had lots of food. The food was on a rack and in a big sack. The duck put the food in a stack. Then munch, crunch, suck and lick. The duck ate the big stack of food.	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 **Fox and His Box** The fox had a big box. The fox had six ducks. The ducks put wax on the box. The ducks went on top of the box. The box went crash. 'Can you fix my box?' said the fox.	Single letter x • page 68 or 69	 pages 45-46  pages 51-52
7	Teach CCVC 	List 33 page 27	page 124 **Fred's Prank** Fred did a prank. He had a gift. The gift was in a spotted box. It was a gift for Brad. But when Brad opened the gift, it had nothing in it. Don't be cross Brad. It was just a prank.	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 **A Fresh Plump Plum** A plump plum was on a tree. The plump plum dropped from the tree. The plump plum slid until it crashed. The plump plum slammed into a truck. So, the plump plum is fresh no more.	CVCC single word writing • page 117 CVCC sentence writing • page 151	 pages 47-48
9	Teach CVCC 	List 37 page 29	page 151 **Think Pink** Milk can be pink. Pigs can be pink. A lamp can be pink and a vest can be pink. But frogs and plums cannot be pink. Think of what can be pink.	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 **Junk at a Dump** At the dump I can see lots of junk. I can see a lamp, a tent, a pump and a sink. I can see an old band set, a bunk with lots of rust and a gold stand. I can see lots and lots of junk and it stinks!	CVCC single word writing • page 119 CVCC sentence writing • page 154	 pages 55-56

© PLD Organisation Pty. Ltd.

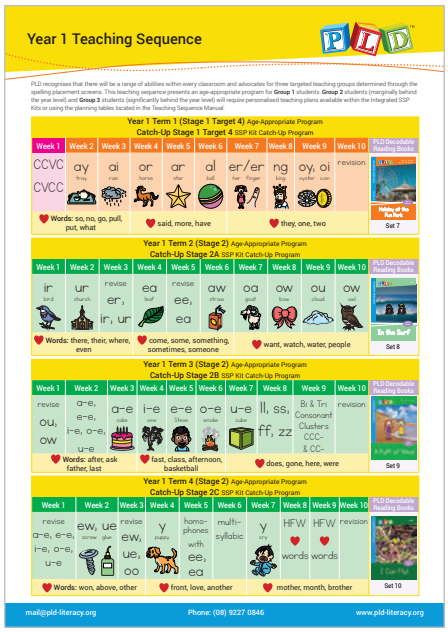
Foundation - Year 6 Teaching Sequences

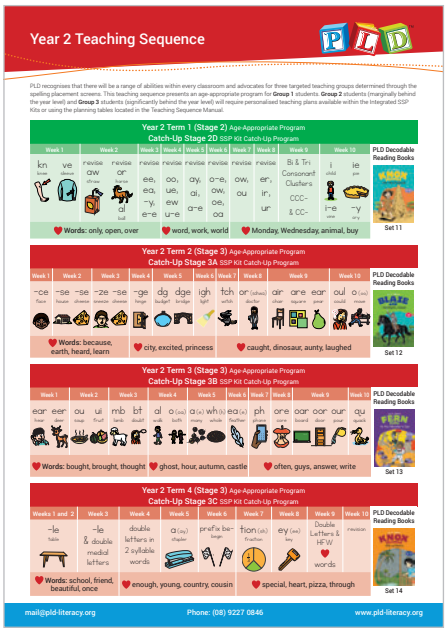


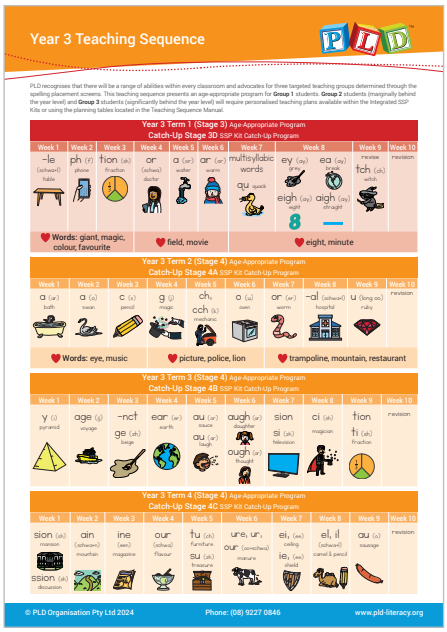
PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind 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.

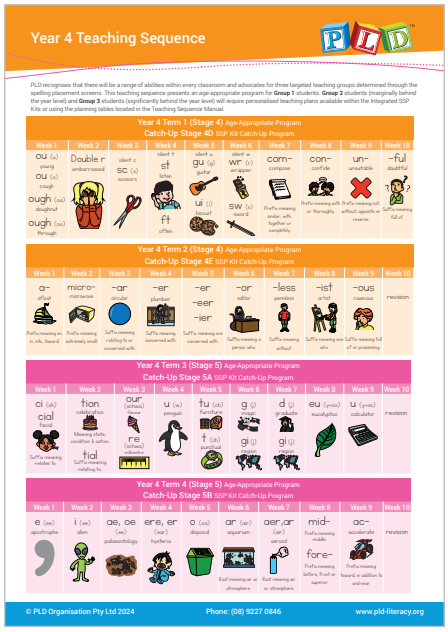
- **Stages 1, 2 and 3**
  Taught across 4 school terms
- **Stage 4, 5 and 6**
  Taught across 4 school terms

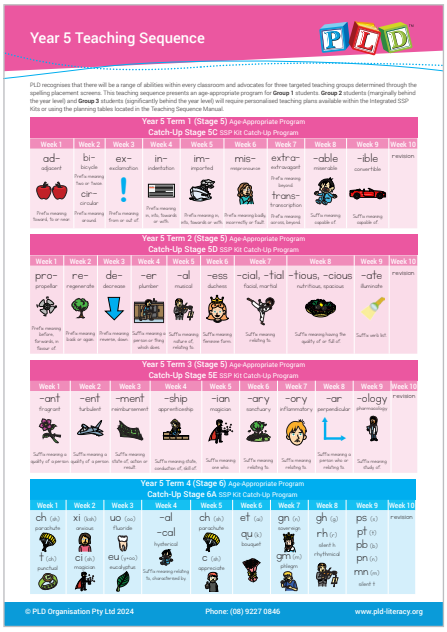
Scan here for Teaching Sequence Overview Charts for all year levels

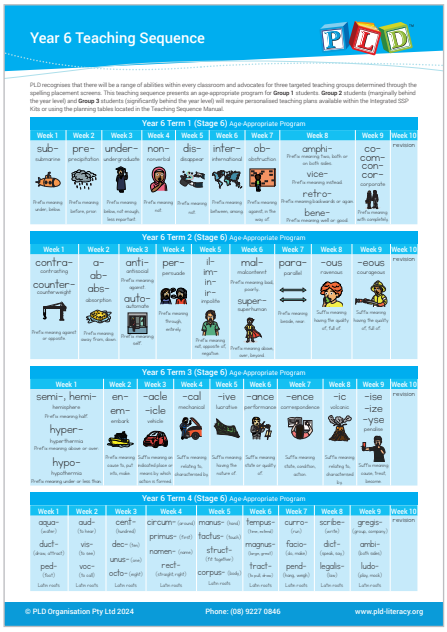












Year 1-Year 6

Teaching Sequence for Delayed Students

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
CVC with Group 1	Lists 2-3 page 11-12	Mfwa page 26-28
CVC with Group 1 & 2	List 4-8 page 12-14	Mfwa page 29-31
CVC with Group 1, 2 & 3	List 9-14 page 15-17	Mfwa page 32-34
CVC with all of the alphabet	List 15-17 page 18-19	Md1 page 11-55

♥ **HFWs:** a, I, the, is, his, as, has, of, was, for

Target 2	SSPts1	Md1
Phonic Digraphs & Tricky Graphemes		
sh	List 18 page 19	page 57
ch	List 19 page 20	page 69
th - voiced & unvoiced	List 21 page 21	page 78
wh	List 23 page 22	page 84
ck	List 24 page 22	page 93
ee	List 26 page 23	page 111
long 'oo'	List 28 page 24	page 104
short 'oo'	List 30 page 25	page 99
qu (kw)	List 32 page 26	page 87
x (ks)	List 31 page 26	page 90

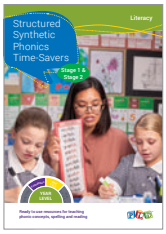
♥ **HFWs:** me, she, be, he, to, do, who, into, are, you

Target 3	SSPts1	Md1
Initial & Final Consonant Clusters		
CCVC	List 33-36 page 27-27	page 118-138
CVCC	List 37-40 page 29-30	page 139-159

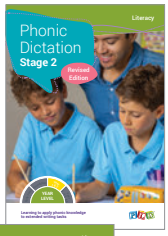
Target 4	SSPts1	Md1
Phonic Digraphs		
ay	List 43 page 32	page 182
ai as /ay/	List 44 page 32	page 191
al(l)	List 46 page 33	page 200
(i)ng	List 47 page 34	page 203
or	List 48 page 34	page 173
ar	List 49 page 35	page 161
er	List 51 page 36	page 221
oy	List 54 page 37	page 206
oi as /oy/	List 54 page 37	page 212

♥ **HFWs:** too, no, go, pull, put, what,more, have, they, one, two

Stage 1 words with applied suffixes	Md1
Introduction to Suffixes	
+s regular plural	page 231
-ed no doubling of final consonant	page 234-239
-ing no doubling of final consonant	page 240-243



Website code: SSPts1

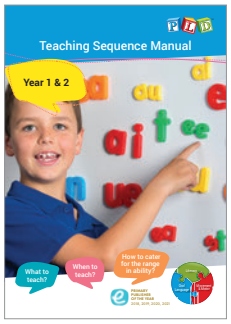




Website code: Md1 & Md2



Website code: Bpsw



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

Download manuals here

Stage 2 Phonic Concepts

	SSPts1	Md2
ue as /oo/	List 25 page 128	page 182
ew as /oo/	List 25 page 128	page 176
ue as /y+oo/	Bpsw page 81	page 185
ew as /y+oo/	Bpsw page 81	page 179
oa	List 9 page 120	page 113
oe as in toe	Bpsw page 79	page 125
ow as /oa/	List 10 page 120	page 119
ow	List 18 page 124	page 167
ou as /ow/	List 17 page 124	page 161
aw as /or/	List 23 page 127	page 143
ve as /v/	List 36 page 133	page 203

	SSPts1	Md2
ir as /er/	List 20 page 125	page 128
ur as /er/	List 21 page 126	page 134
ie as /igh/	Bpsw page 82	page 194
y as /igh/	List 35 page 133	page 197
i as /igh/	List 16 page 123	page 194
y as /ee/	List 37 page 134	page 188
ea as /ee/	List 11 page 121	page 152

Stage 2 Silent Letters

	SSPts1	Md2
kn as /n/	List 39 page 135	page 200

Stage 2 Consonant Blends

	SSPts1	Md2
Double Consonant Blends eg CCVCC & Triple Consonant Blends eg CCCVCC	List 13-15 page 122-123	page 60-68

Stage 2 Double Consonants

	SSPts1	Md2
ff	List 8 page 119	page 69
ll	List 6 page 118	page 72
ss	List 7 page 119	page 75
zz	List 8 page 119	page 78

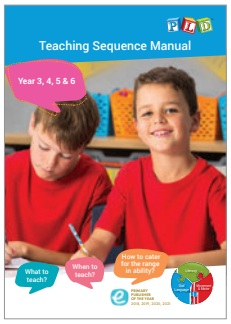
Stage 2 Long Split Vowels

	SSPts1	Md2
a_e	List 28 page 129	page 82
e_e	List 29 page 130	page 91
i_e	List 30 page 130	page 94
o_e	List 31 page 131	page 100
u_e	List 32 page 131	page 109

Stage 2 Suffixes

	Md2
-ly	page 222
-er	page 224
-s (plural)	page 226
-ing	page 228
-ed	page 230
-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



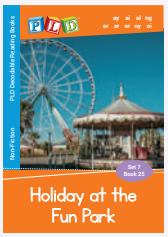
Stage 3 & 4 planners are in the Year 3-6 Teaching Sequence Manual.

© PLD Organisation Pty. Ltd.

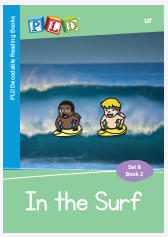
Year 1 Teaching Sequence

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	 Set 7
♥ **Words:** so, no, go, pull, put, what			♥ said, more, have			♥ they, one, two				

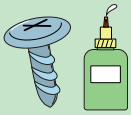
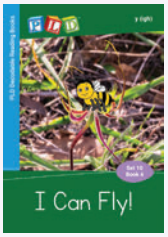
Year 1 Term 2 (Stage 2) Age-Appropriate Program
Catch-Up Stage 2A SSP Kit Catch-Up Program

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 	 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	 Set 9
♥ **Words:** after, ask father, last			♥ fast, class, afternoon, basketball			♥ does, gone, here, were				

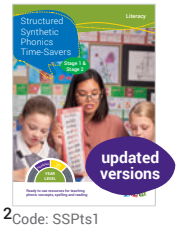
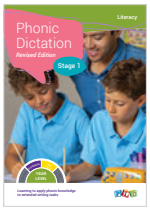
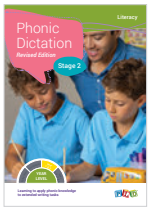
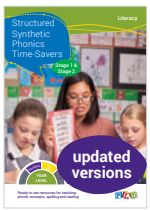
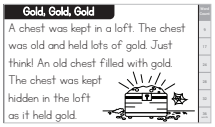
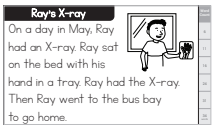
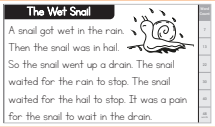
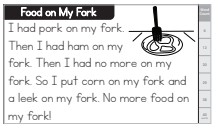
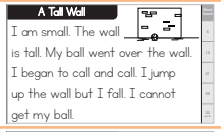
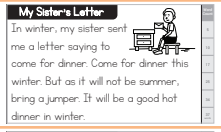
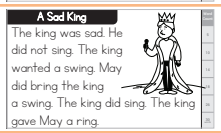
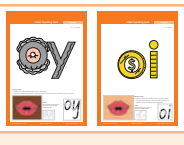
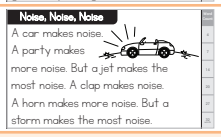
Year 1 Term 4 (Stage 2) Age-Appropriate Program
Catch-Up Stage 2C SSP Kit Catch-Up Program

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	 Set 10
♥ **Words:** won, above, other			♥ front, love, another			♥ mother, month, brother				

Year 1 Term 1 (or the Fourth Term of a Stage 1 Program)

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.



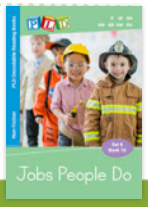
week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation	Letter Formation	♥ HFWs	Suffixes
	Synthetic Phonics Stage 1	Structured Synthetic Phonics Time Savers Stage 1	Phonic Dictation Stage 1 & 2	Letter Formation for Little People Step 3	Teaching High Frequency Words	SSP Time Savers Stage 1 & 2
	 Code: SP1	 & 2 Code: SSPts1	 Code: Md1  Code: Md2	 Code: MIff3	 Code: HFW	 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	so pages 59-60 go pages 63-64 no pages 61-62	 Apply plural **-s** to relevant weekly list words or revision lists Pages 198-199
2		List 43 page 32	 Md1 page 188 	ay-Single word writing • page 120 ay-Sentence writing • page 155	pull pages 67-68 put pages 65-66	
3		List 44 page 32	Md1 page 191 	ai-Single word writing • page 121 ai-Sentence writing • page 157	what pages 69-71	
4		List 48 page 34	 Md1 page 176 	or & ar-Single word writing • page 124 or-Sentence writing • page 163	said pages 71-72	 Apply **-ing** to relevant weekly list words or revision lists Pages 196-197
5		List 49 page 35	Md1 page 167 or 170 	ar-Single word writing • page 125 ar-Sentence writing • page 165	more pages 73-74	
6		List 46 page 33	 Md1 page 200 	al-Single word writing • page 122 al-Sentence writing • page 160	have pages 75-76	
7		List 51 page 36	Md1 page 221 	er-Single word writing • page 128 er-Sentence writing • page 171	they pages 77-78	
8		List 47 page 34	 Md1 page 203 	ng-Single word writing • page 123 ng-Sentence writing • page 162	one pages 79-80	 Apply **-ed** to relevant weekly list words or revision lists Pages 194-195
9		List 54 page 37	Md1 page 218 or 209 	oi-Single word writing • page 127 oi-Sentence writing • page 168	two 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	

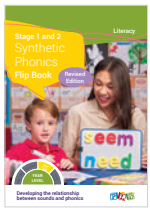
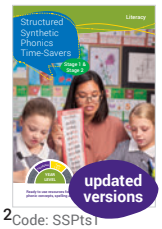
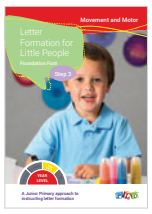
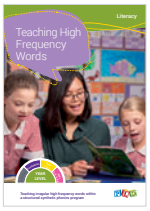
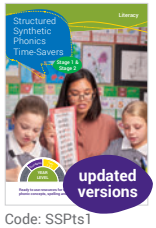
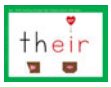
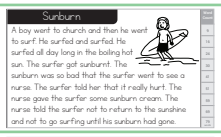
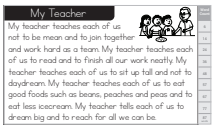
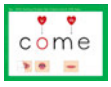
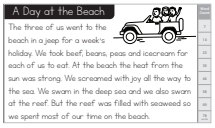
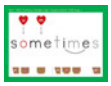
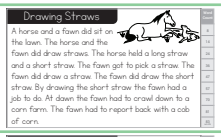
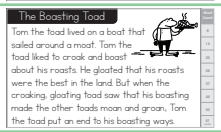
Year 1 Term 2 (or the First Term of a Stage 2 Program)

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





week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation	Letter Formation	♥ HFWs	Suffixes
	Synthetic Phonics Stage 1 & 2	Structured Synthetic Phonics Time Savers Stage 1 & 2	Phonic Dictation Stage 2	Letter Formation for Little People Step 3	Teaching High Frequency Words	SSP Time Savers Stage 1 & 2
	 Code: SP2	 Code: SSPts1	 Code: Md2	 Code: MIff3	 Code: HFW	 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 weekly list words or revision lists Pages 206-207
2		List 21 page 126	page 134 	Single word writing • page 131 Sentence writing • page 194	 pages 89-90	
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 Pages 210-211
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	Apply **-y** to relevant weekly list words or revision lists Pages 208-209
8		List 10 page 120	page 122 	Single word writing • page 135 Sentence writing • page 198	pages 105-106	
9		List 17 page 124	page 161	Single word writing • page 136 Sentence writing • page 199	pages 107-108	
10 Screen		List 18 page 124	page 173	Single word writing • page 137 Sentence writing • page 200	pages 109-110	

Year 1 Term 3 (or the Second Term of a Stage 2 Program)

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.



week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation	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	Letter Formation for Little People Step 3 Code: Mlff3	Teaching High Frequency Words Code: HFW	SSP Time Savers Stage 1 & 2 Code: SSPts1
1	Revise ou south house mouth ow flower shower brown	List 19 page 125	page 173	Single word writing • page 136, 137 Sentence writing • page 198, 199	after pages 113-114 ask pages 115-116 fast pages 119-120 father pages 123-124	Suffix –s Apply plural **-s** to relevant weekly list words or revision lists Pages 212-213
2	Teach short vowels and long split vowels 'a-e', 'e-e', 'i-e', 'o-e' & 'u-e' 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		
3	Revise ay & ai & teach a_e ay stay day play ai paint brain train a_e plan plane Sam same mat mate	List 28 page 129	page 82	Single word writing • page 120, 121, 138 Sentence writing • page 176, 177, 202		
4	i_e hid hide pin pine win wine	List 30 page 130	page 94	Single word writing • page 139 Sentence writing • page 203	last pages 117-118 class pages 121-122 afternoon pages 125-126 basketball pages 127-128	Suffix –ing Apply **-ing** to relevant weekly list words or revision lists
5	Revise ee & ea & teach e_e ee deep three sheet ea cream beach meat e_e theme pet Pete here	List 29 page 130	page 91	Single word writing • page 114, 132, 140 Sentence writing • page166, 195, 204		
6	Revise oa & ow & teach o_e oa toast boat coach ow blow snow window o_e rod rode hop hope slop slope	List 31 page 131	page 100	Single word writing • page 134, 135, 142 Sentence writing • page 197, 198, 205		
7	u_e cub cube tub tube cut cute	List 32 page 131	page 109	Single word writing • page 141 Sentence writing • page 206	does pages 129-130 gone pages 131-132 here pages 135-136 were pages 133-134	Suffix –ed Apply **-ed** to relevant weekly list words or revision lists
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		
9	Teach triple consonant blends **CCC-**	List 15 page 123	page 60 or 66	Single word writing • page 144 Sentence writing • page 208		
10 Screen	**Option 1:** A spare week to cover school disruptions and/or short school terms **Option 2:** Select from the concepts not covered.					

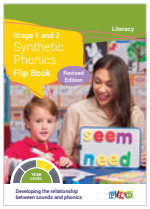
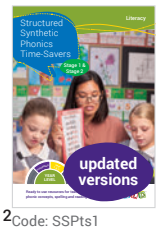
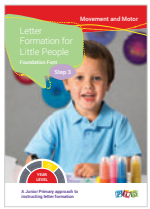
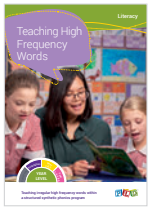
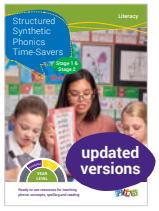
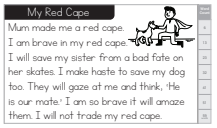
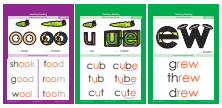
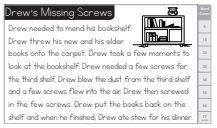
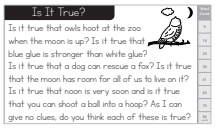
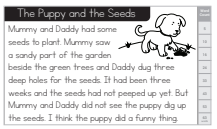
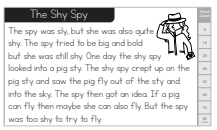
Year 1 Term 4 (or the Third Term of a Stage 2 Program)

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: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation	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	Letter Formation for Little People Step 3  Code: Mlff3	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	won 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	above 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	other 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	front Pages 147-148	 Apply **-er** to relevant weekly list words or revision lists Pages 210-211
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	love Pages 145-146	
6	Multisyllabic words	List 34 page 132	page 234 	Sentence writing • page 213	another Pages 149-150	
7	Revise i-e & teach y 	List 35 page 133	page 197 	Single word writing • page 139, 148 Sentence writing • page 203, 214	mother Pages 151-152	
8	High-Frequency Heart Words 	List 46 page 138	page 218 	Sentence writing • page 215	month Pages 153-154	Apply **-y** to relevant weekly list words or revision lists Pages 208-209
9	High-Frequency Heart Words 	List 47 page 139	page 220 	Sentence writing • page 216	brother 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.					

© PLD Organisation Pty. Ltd.

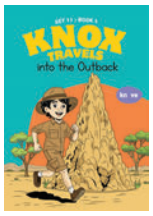
Year 2 Teaching Sequence

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 al ball	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			

PLD Decodable Reading Books



Set 11

Year 2 Term 2 (Stage 3) Age-Appropriate Program
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			

PLD Decodable Reading Books

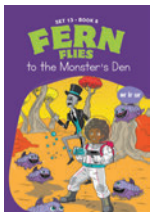


Set 12

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 hear eer deer	ou soup ui fruit	mb lamb bt doubt	al walk o (oa) both	a (e) many wh (h) whole	ea (e) feather	ph phone	ore core	oar board oor door our pour	qu quack
♥ Words: bought, brought, thought			♥ ghost, hour, autumn, castle			♥ often, guys, answer, write			

PLD Decodable Reading Books



Set 13

Year 2 Term 4 (Stage 3) Age-Appropriate Program
Catch-Up Stage 3C SSP Kit Catch-Up Program

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
♥ Words: school, friend, beautiful, once		♥ enough, young, country, cousin			♥ special, heart, pizza, through			

PLD Decodable Reading Books



Set 14

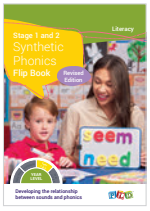
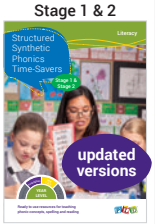
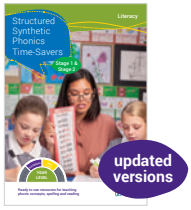
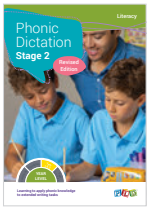
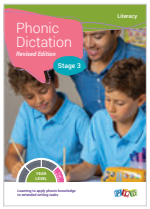
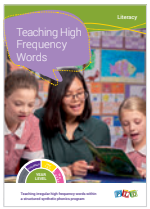
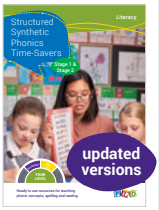
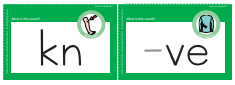
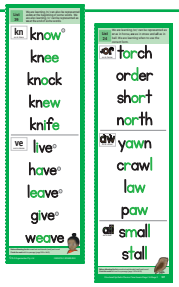
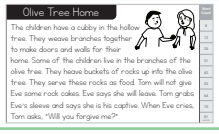
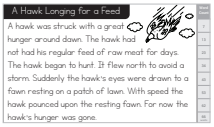
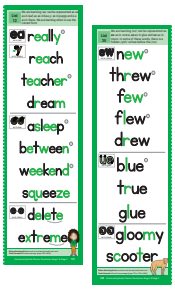
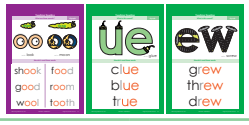
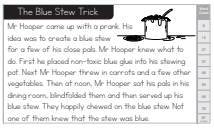
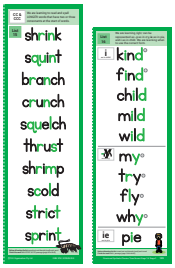
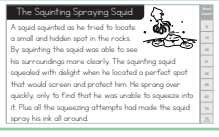
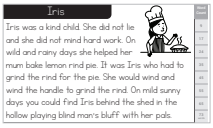
© PLD Organisation Pty. Ltd.

Year 2 Term 1

(or the Fourth Term of a Stage 2 Program)

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.



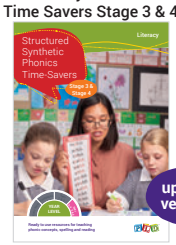
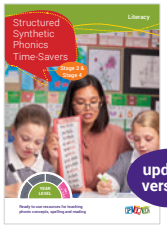
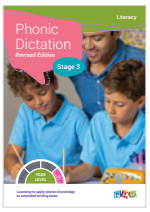
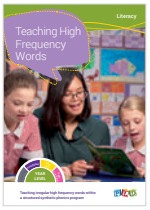
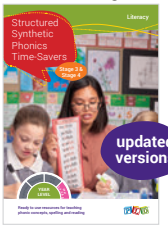
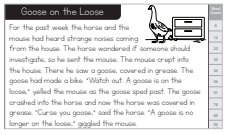
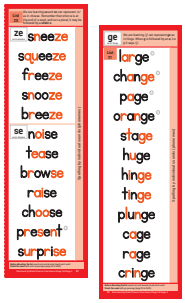
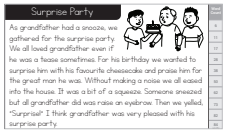
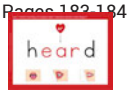
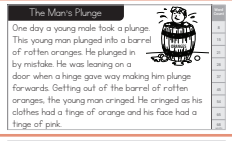
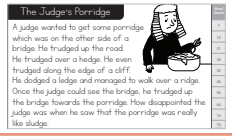
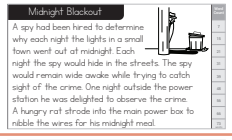
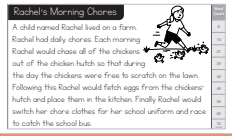
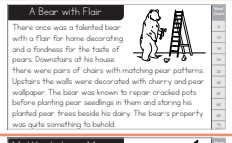
week	Target Phonic Concepts		Adult Assisted Decoding & Encoding Tasks		♥ HFWs	Suffixes
			Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation		
	Synthetic Phonics Stage 1 &2	Structured Synthetic Phonics Time Savers Stage 1 & 2	Structured Synthetic Phonics Time Savers Stage 1 & 2	Phonic Dictation Stage 2 & 3	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 	only Pages 159-160	Suffix –s Apply plural **-s** to relevant weekly list words or revision lists Pages 212-213
2	Revise or, al & aw 	List 24 page 127		Md3 page 20 	open Pages 161-162	
3	Revise ee, ea, y & e-e 	List 12 page 121		Md3 page 26 	over Pages 163-164	
4	Revise oo, ue & ew 	List 25 or 26 page 128		Md3 page 32 	word Pages 165-166	Suffix –ing Apply **-ing** to relevant weekly list words or revision lists Pages 204-205
5	Revise ay, ai & a-e 	List 2 page 116		Md3 page 35 	work Pages 167-168	
6	Revise o-e, ow, oe & oa 	List 9, 10 or 31 page 120 & 131		Md3 page 38 	world Pages 169-170	
7	Revise ow & ou 	List 19 page 125		Md3 page 41 	Monday Pages 171-172	Suffix –ed Apply **-ed** to relevant weekly list words or revision lists Pages 202-203
8	Revise er, ir & ur 	List 22 page 126		Md3 page 44 	Wednesday Pages 173-174	
9	Bi & Tri Consonant Clusters **CC & CCC-**	List 15 page 123		Md3 page 14 	animal Pages 175-176	
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 	buy Pages 177-178	

Year 2 Term 2 (or the First Term of a Stage 3 Program)

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.



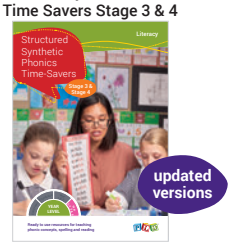
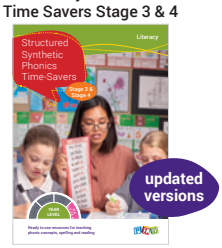
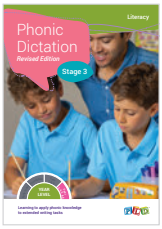
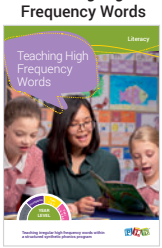
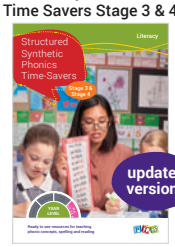
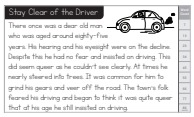
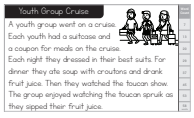
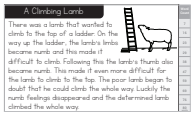
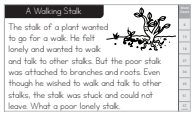
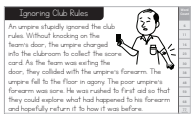
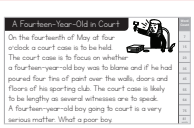
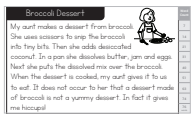
Set 12
Code DRs12

week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation	♥ HFWs	Suffixes
	Structured Synthetic Phonics Time Savers Stage 3 & 4  updated versions Code: SSPts3	Structured Synthetic Phonics Time Savers Stage 3 & 4  updated versions Code: SSPts3	Phonic Dictation Stage 3  Code: Md3	Teaching High Frequency Words  Code: HFW	Structured Synthetic Phonics Time Savers Stage 3 & 4  updated versions Code: SSPts3
1	'ce' as /s/ 	List 18 page 20 	page 48 	because  Pages 181-182	Suffix  Apply **-ness** to relevant weekly list words or revision lists
2	'se' as /s/, 'se' as /z/ 	List 19 page 21	page 51 	earth  Pages 183-184	
3	'ze' as /z/, 'se' as /z/ 	List 20 page 21 	page 54 	heard  Pages 185-186	Pages 182-184
4	'ge' as /j/ 	List 21 page 22	page 93 	learn  Pages 187-188	
5	'dge' as /j/ and 'dg' as /j/ 	List 22 or 23 page 22 & 23 	page 96 	city  Pages 189-190	Suffix  Apply **-en** to relevant weekly list words or revision lists
6	'igh' 	List 24 page 23	page 84 	excited  Pages 191-192	
7	'tch' as /ch/ 	List 29 page 26 	page 90 	princess  Pages 193-194	Pages 185-187
8	'or' /schwa/ as in doctor 	List 51 page 37	page 200 	aunty  Pages 195-196	
9	'air', 'ear', 'are' as /air/ 	List 25 page 24	page 145 	laughed  Pages 197-198	Suffix  Apply **-est** to relevant weekly list words or revision lists
10 Screen	'oul' as /short oo/ & 'o' as /long oo/	List 37 page 30	page 166	caught Pages 199-200 dinosaur Pages 201-202	Pages 179-181

Year 2 Term 3 (or the Second Term of a Stage 3 Program)

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.



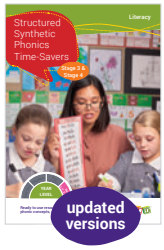
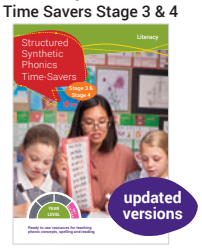
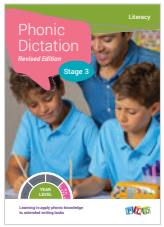
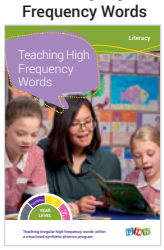
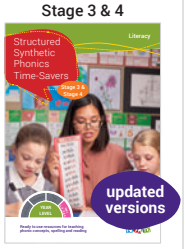
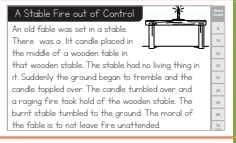
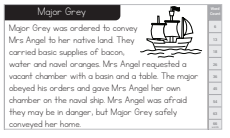
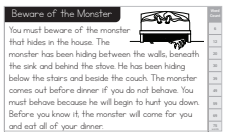
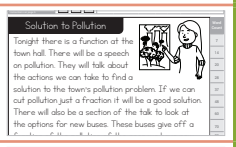
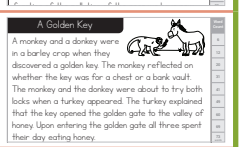
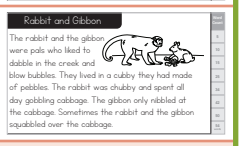
week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks	Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation	♥ HFWs	Suffixes
	Structured Synthetic Phonics Time Savers Stage 3 & 4  Code: SSPts3	Structured Synthetic Phonics Time Savers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

Year 2 Term 4 (or the Third Term of a Stage 3 Program)

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.



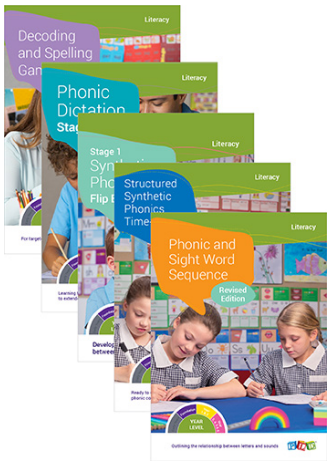
Set 14
Code DRs14

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks: Phonic Decoding & Encoding Tasks		Adult Assisted Decoding & Encoding Tasks: Repeated Reading & Phonic Dictation		♥ HFWs		Suffixes
	Structured Synthetic Phonics Time Savers Stage 3 & 4  Flashcards from: SSPts3 and SP3	Structured Synthetic Phonics Time Savers Stage 3 & 4  Code: SSPts3		Phonic Dictation Stage 3  Code: Md3		Teaching High Frequency Words  Code: HFW		SSP Time Savers Stage 3 & 4  Code: SSPts3
1	'-le' as /schwa+l/ 	List 39 page 31		page 173			Pages 229-230	 Apply **-ing** to relevant weekly list words or revision lists Pages 164-166
2	'-le' as /schwa+l/ 	List 40 page 31		page 176			Pages 231-232	
3	'-le' as /schwa+l/ with double medial letters 	List 42 page 32		page 182			Pages 233-234	
4	Double letters in 2 syllable words 	List 44 page 33		page 72			Pages 265-266	
5	'a' as /ay/ 	List 47 page 35		page 206			Pages 235-236	 Apply **-ing** to relevant weekly list words or revision lists
6	Prefix be: 'e' as /ee/ 	List 48 page 35		page 191			Pages 237-238	
7	'ti' as /sh/ 	List 45 page 34		page 111			Pages 239-240	
8	'ey' as /ee/ 	List 49 page 36		page 185			Pages 241-242	
9	High-Frequency Heart Words 	List 43 page 33		page 77			Pages 243-244	Apply **-s** to relevant weekly list words or revision lists 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.						Pages 245-246	
							Pages 247-248	
							Pages 249-250	

© PLD Organisation Pty. Ltd.

Essential PLD Programs for Successful Implementation

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:

Available on the App Store

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

© PLD Organisation Pty. Ltd.

Targeting Oral Language Alongside SSP

Connecting Oral Language with Written Genres

Term 1	Term 2	Term 3	Term 4
Description	**Event-Based News Recounts**	**Activity Recounts**	**Narrative Rewrites and Generation**









Oral Language Explicit Instruction
Schedule short daily (5-10 minute) sessions to instruct 'show and tell' or object descriptions.

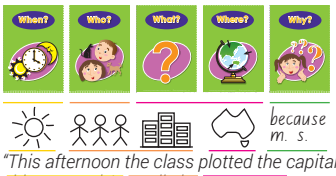
Rather than students bringing in something from home, the descriptions are recommended to be based upon semantic categories. For example:

- 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.

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:

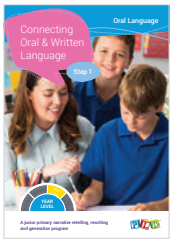


"This afternoon the class plotted the capital cities around Australia because we are working on our mapping skills."

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.

Scan here for Oral Language Programs

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.



Program: Mn68

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

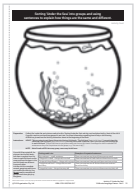
Explicit Instruction
Vocabulary with carrier sentences are to be modelled by adults. The children can copy and then self generate on the basis of the following semantic categories:

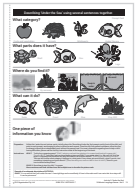
TERM 1
- Fruit and Vegetables
- Under the Sea
- Weather and Seasons

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







Program: Sem5

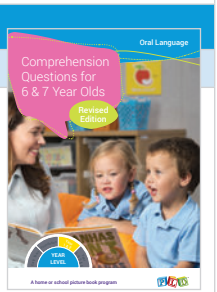
Boost Reading Comprehension (through the facilitation of a home program)

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

Year 1 & 2 Price List

Scan here for Quick Order

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	
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	
EY12OL	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	

School license prices vary according to school size. Check website for details.

© PLD Organisation Pty. Ltd.

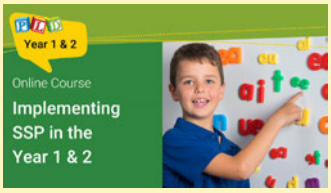
Year 1 & 2 Price List

Scan here for Quick Order

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			
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	

School license prices vary according to school size. Check website for details.





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/

© PLD Organisation Pty. Ltd.

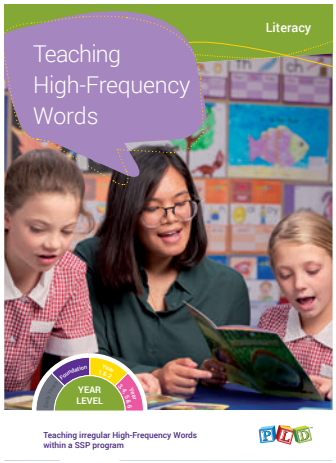
FAQ: How High-Frequency Words (HFWs) Operate Within PLD's SSP Program

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:

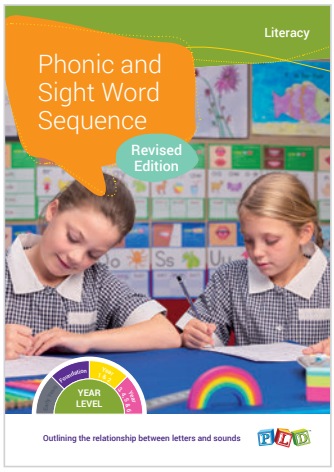
- **Flash Words:** HFWs that are regular and decodable. These words are used frequently, so students need repeated decoding and encoding practice so that they can be recognised (read) and reproduced (spelled) in a flash.
- **Heart Words:** HFWs that contain an irregular concept or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart while still using a speech-to-print approach.



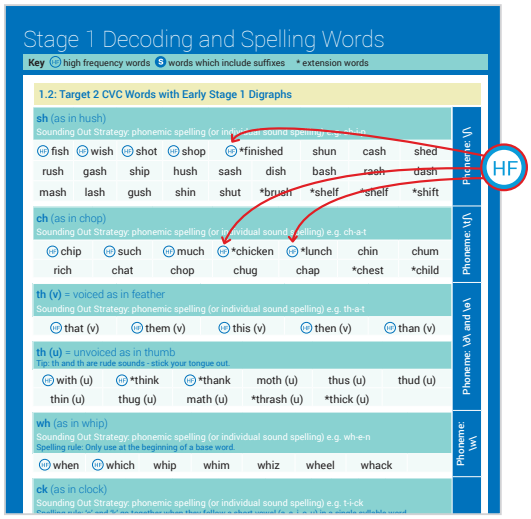
Code: HFW

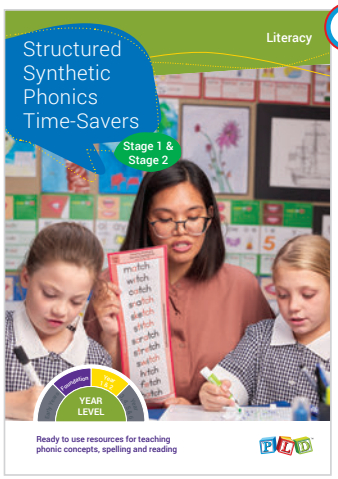


Download charts from the QR code above.



Code: Bpsw

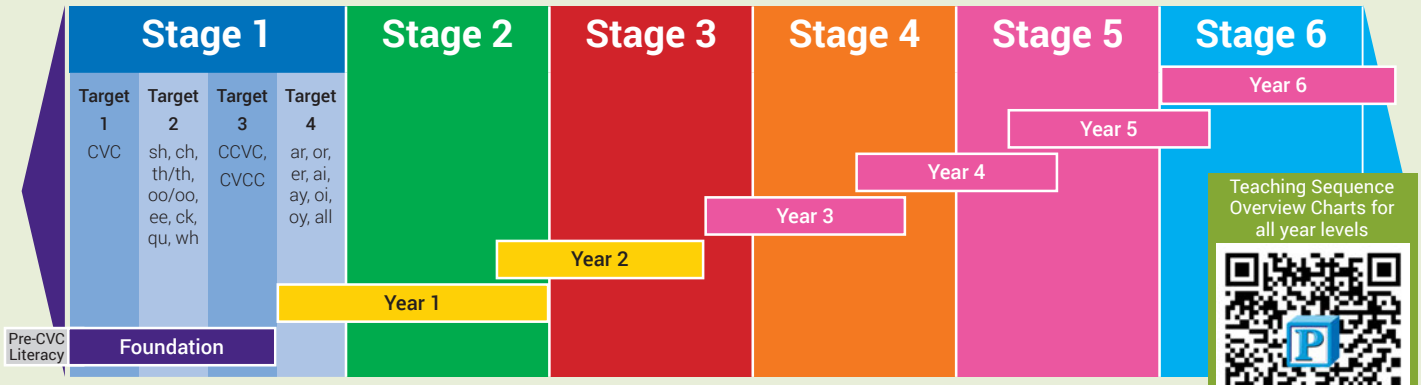




Code: SSPts1



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



This should reflect your group 1 students. For group 1 students, utilise the teaching sequence manual term plans.

PLD's Decodable Reading Books



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

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

Decodable Reading Books for Foundation

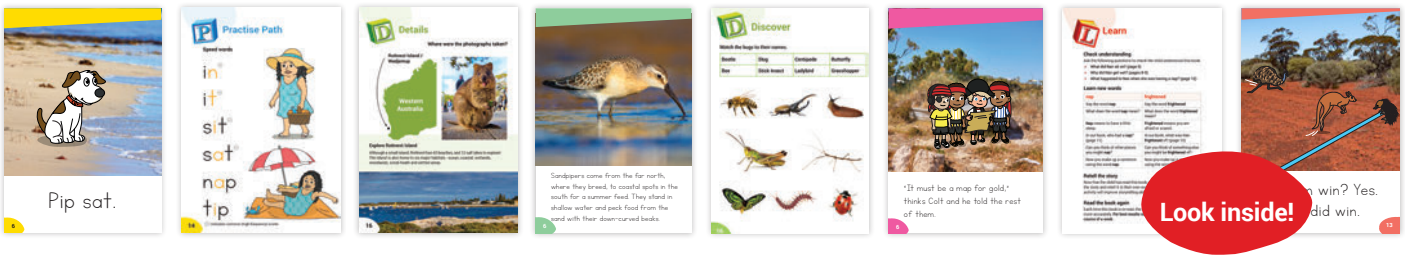
Sets 1-7 comprise 170 books and focus on the Initial Code. These Foundation Sets have been awarded Speech Pathology Australia's 2025 Decodable Book of the Year Award.



Decodable Reading Books for Year 1

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





Visit **http://pld-literacy.org/copyright** to view the permitted and prohibited uses of all PLD resources, including downloadable materials. © PLD Organisation Pty. Ltd. (2026)

Literacy
Oral Language
Movement & Motor

mail@pld-literacy.org +61 8 9227 0846 pld-literacy.org/decodables