

Foundation

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

Semester 1 Parent Education Sheets and Downloads

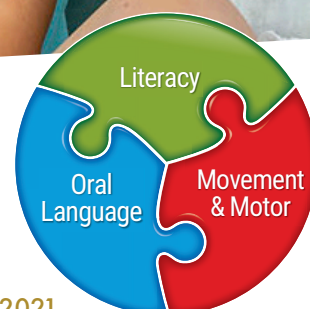


Developmental
Milestone
Guides

Parent
Education
Videos



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



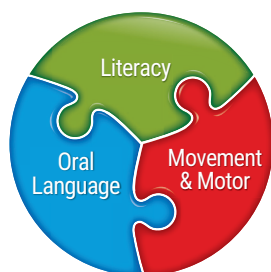
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Home & School Working Together

This booklet outlines key information to be provided to parents, caregivers and the wider community within Semester 1. Children benefit when home and school work together. To support this, PLD offers an extensive range of parent milestone information sheets and videos. These resources are ideal to be disseminated to parents and the wider community through newsletters, websites and general communication.

- The BLUE sheets have been written by Speech Pathologists.
- The RED sheets have been written by Occupational Therapists.
- The GREEN sheets have been written by Educators.



PLD's circular graphic can be useful for explaining to parents that academic success is dependent on developing the interlocking sets of skills: **Literacy**, **Oral Language** and **Movement & Motor**.

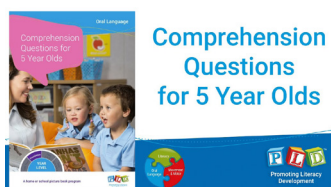
Over the full school year children will develop literacy skills. Their vocabulary will grow along with their ability to express themselves and follow instructions, their fine and gross motor skills will improve and their letter formation and writing skills will develop.

What to do if You're Concerned About a Student's Development?

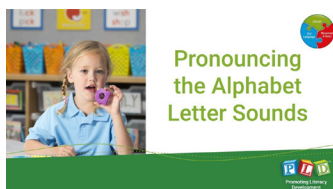
If students are operating below their year level peers, it is recommended that home and school work together to access support services in order to cater for the learning needs of the child. Research clearly states that the earlier intervention commences the better the outcomes for the child. If students have difficulties within the oral language or literacy realm, consult a Speech Pathologist. If students have difficulties relating to movement and motor skills, consult an Occupational Therapist. **PLD no longer operates a clinic and are unable to provide advice or recommendations for individual students.**

Parent Education Videos

PLD's Foundation Parent Education Playlist contains many videos. These short 5-10 minute videos are designed to assist parents and caregivers in understanding the programs that are being taught in the classroom. View the full Foundation Parent Education Playlist: <https://www.pld-literacy.org/foundation-parent-playlist>



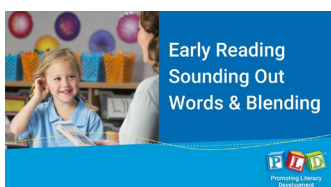
Comprehension Questions for 5 Year Olds
https://youtu.be/bbC6_x_V1IQ



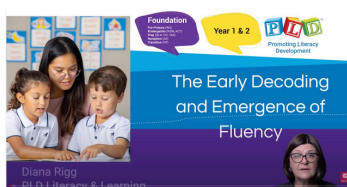
Pronouncing the Alphabet Sounds
<https://youtu.be/Lh1XwB7ARQ>



5 Year Old Speech and Language Milestones
<https://youtu.be/KYoaNjhbQk>



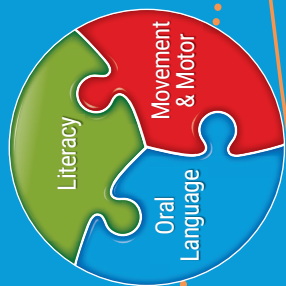
Early reading and sounding out
<https://youtu.be/mlbsnjABLIg>



The Early Decoding and Emergence of Fluency
<https://youtu.be/a95sCW016z4>



What are good listening behaviours?
<https://youtu.be/MxqXiKzZkQ0>



Key Area: Oral Language

Speech Sound Development

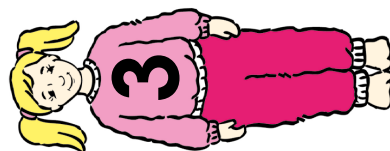


NOTE: Under each age range are examples of speech errors that should not be present by the listed age.

PLD's speech screening tool can be viewed by searching the code Ssd on www.pld-literacy.org
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"I should be able to say..."

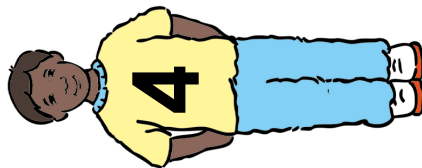
p, b, m, n,
w, n, g,
k, d, t, ng,
h, y



by 3 years

"do away"
(go away)
"tat"
(cat)
"my du"
(my duck)

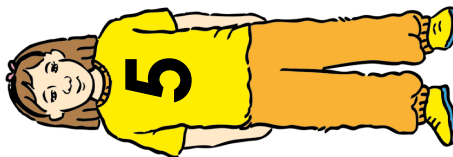
f, l,
sh, ch



by 4 years

"I have a tish"
(I have a fish)
"I want tips"
(I want chips)
"a wion"
(a lion)

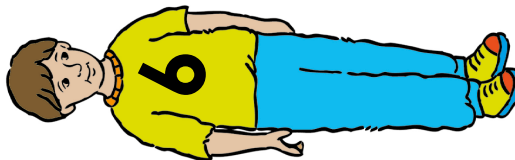
z, r,
j, s



by 5 years

"I can dump"
(I can jump)
"to the doo"
(to the zoo)
"dope"
(soap)

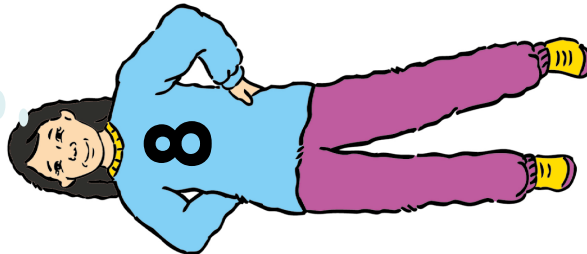
v,
consonant
blends
eg: bl, tr, sk,
st, sp, pl



by 6 years

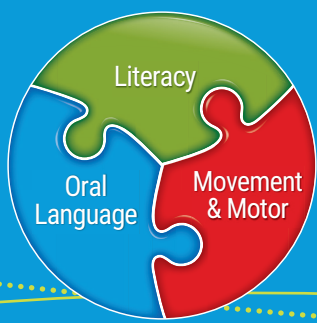
"berry big"
(very big)
"poon and fork"
(spoon and fork)
"a truck"
(a truck)

th (voiced)
eg: this
th (voiceless)
eg: teeth



by 8 years

"the right fing"
(the right thing)
"get dem"
(get them)
"finking"
(thinking)



Key Area: Oral Language

Now that I am 5 years old... I should be able to:

Speech and Language Developmental Milestones



Tips for Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in textless books.
- Talk about past, present and future events with your child.
- Give your child the meaning of words they don't know.
- Plan and rehearse your child's news before going to the school news telling day.

Causes for Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions with two or more steps.
- Difficulty answering how, when and why questions.
- Child's speech is difficult to understand.
- Poor conversation and social skills.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.



Understanding/Listening

- Follow 3-step instructions, eg: "Get your book, put it in your bag and then put your bag by the door."
- Follow instructions containing the words 'first', 'last' and 'after'.
- Understand everything said to me (age appropriate).
- Answer 'when', 'why' and 'what' questions.
- Understand opposites (hot and cold), location words (next to, between, in front).
- Understand humour and laugh at jokes.

Speaking

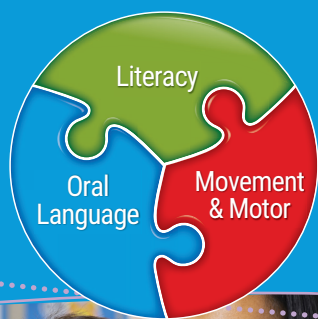
- By 5 years old, children should be very verbal with a spoken vocabulary of 2000 words.
- Speak intelligibly with a few speech immaturities remaining.
- Use basically adult like grammar.
- Tell news or stories without any assistance.
- Retell a story accurately.
- Participate in long detailed conversations with a range of people.
- Explain why something happened.

Play and Social Skills

- Enjoy social communication with a variety of people.
- Make friends and engage easily with peers.
- Play fairly in simple games with rules.
- Engage in complex imaginary play.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc5, AR35, 10m5, Pbr5, Sem5 on www.pld-literacy.org
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Key Area: Oral Language

Recommended Picture Books for 5 Year Olds



Points to remember when choosing a book.

- Medium length stories.
- Stories with simple repetitive events.
- Most stories contain an introduction and a conclusion.

Please Note: At the time of print, all books on the booklist were in print. Due to the nature of book publishing, sometimes books go out of print. PLD takes no responsibility for book availability.

	Book Title	Author
Ideal for Narrative Retell Tasks	A Lion In The Night	Pamela Allen
	Arthur	Amanda Graham and Donna Gynel
	A Sausage Went For A Walk	Ellisha Majid
	Baby Brains	Simon James
	Bear Hunt	Anthony Browne
	Bertie And The Bear	Pamela Allen
	Elmer	David McKee
	Fancy That	Pamela Allen
	Giggle Giggle Quack	Doreen Cronin
	Ginger	Charlotte Voake
	Handa's Hen	Eileen Browne
	Handa's Surprise	
	Mr Archimedes' Bath	Pamela Allen
	Mutt Dog	Stephen Michael King
	My Cat Maisie	Pamela Allen
	Night Noises	Sarah Weeks
	Owl Babies	Martin Waddell
	Rex	Ursula Dubosarsky
	Rosie's Walk	Pat Hutchins
	Russell And The Lost Treasure	Rob Scotton
	Russell The Sheep	
	Sebastian Lives In A Hat	Thelma Catterwell
	Shoes From Grandpa	Mem Fox
	Snap	Damian Harvey
	Stickybeak	Hazel Edwards
	The Crooked Little House	Margaret Wild and Jonathan Bentley
	The Gruffalo	Julia Donaldson and Alex Scheffler
	The Little Mouse, The Red Ripe Strawberry And The Big Hungry Bear	Julia Donaldson and Alex Scheffler
	The Story Of The Little Mole	Werner Holzwarth and Wolf Erlbruch
	The Very Hungry Caterpillar	Eric Carle
	Tiny's Big Adventure	Martin Waddell
	Where The Wild Things Are	Maurice Sendak
	Who Sank The Boat?	Pamela Allen
	You'll Wake The Baby	Catherine Jinks
Textless Picture Books	Are You Hungry?	Tina Burke
	Fly Little Bird	
	The Big Turnip	Raymond Briggs

The books in this guide are age-appropriate recommendations only and do not align with specific PLD programs.

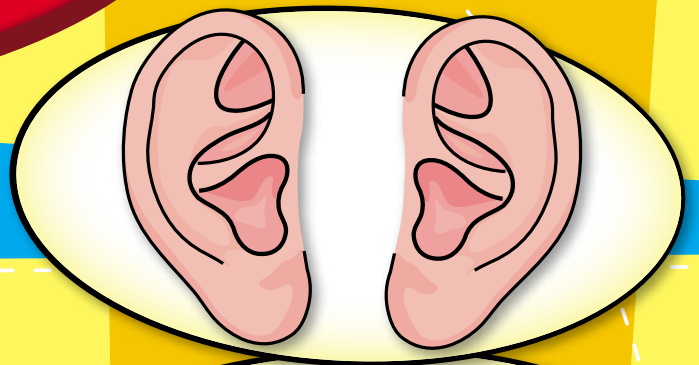
If you are seeking a list of picture books related to a specific PLD program, we recommended that you purchase the PLD program to access the picture books referenced in the program.

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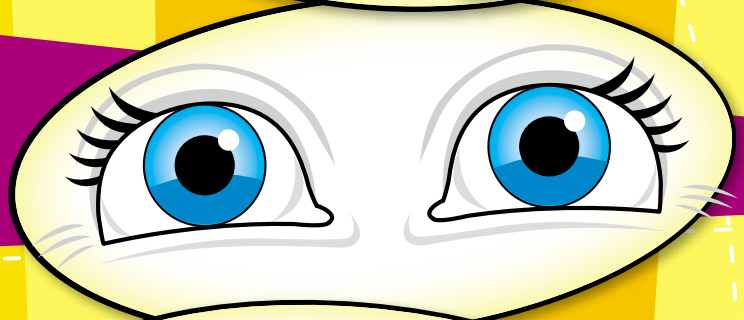
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Listen

with your ears



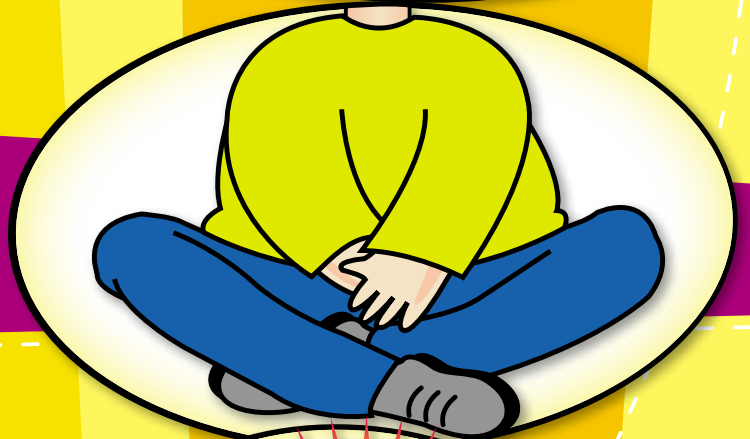
by looking at the person speaking



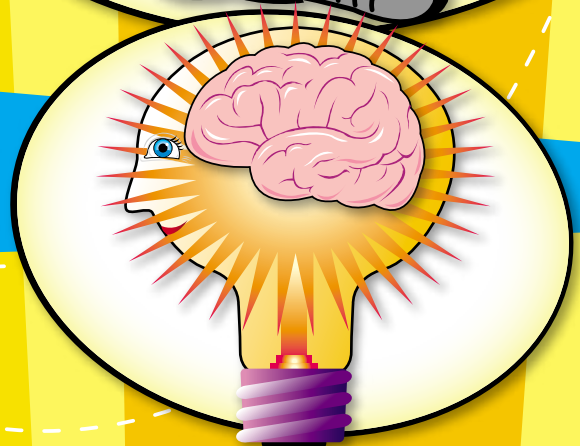
with a closed mouth



with still hands and body

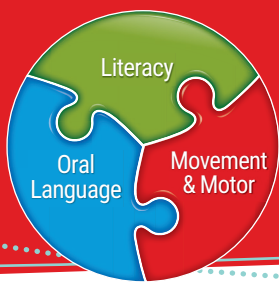


with your brain turned on



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Key Area: Movement and Motor

The Development of Appropriate Pencil Grip



When children first begin to draw using crayons, pencils or brushes they use a dagger grasp. In a natural developmental sequence they will hold the writing implement in a variety of grasps until they settle on a functional tripod grip for handwriting. The developmental sequence is a result of neurological and physical growth in the child.

As we look below at the development of different grasps and drawing skills, we can observe there is a natural progression as the child's fine motor skills develop. The complexity of the drawing skills increase as the child develops more control over the pencil or crayon in his or her hand. **See the following pages for more information.**

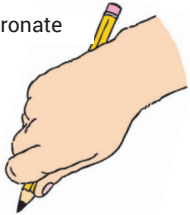
Dagger



12 Months to 2 Years

- The development of fine pinch grip and the precise release of small objects
- Both hands develop skilled function and work together
- A crayon is held initially in the palm (*Palmar Supinate or Dagger grasp*)
- Movement mainly occurs from the shoulder, the arm and hand move as a unit
- Makes marks on the paper with the crayon
- Vigorous scribbles in imitation
- Scribbles spontaneously
- Draws a stroke then obliterates by scribbling
- Imitates drawing a vertical line

Pronate



2 Years To 3 Years

- The crayon or tools may be held across all fingers, with the palm facing down. The Digital Pronate grasp movement mainly occurs at the elbow, the forearm and hand move as a unit
- Imitates drawing a circle
- Copies a horizontal line
- Copies a vertical line
- Draws two or more strokes when attempting to copy a cross

Quadropod



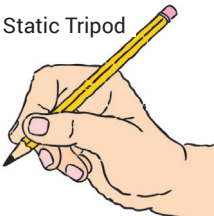
3 Years To 4 Years

- The fingers (often all four) are held on the pencil shaft opposite the thumb. The Quadropod grasp (*pictured top right*) movement can occur from the wrist, the hand moves as a unit with the fingers static. With the static Tripod grasp, adjustments to the pencil are made with the opposite hand (3½ - 4 years)
- Copies a circle
- Imitates a horizontal cross
- Imitates a zig zag line
- Joins two dots
- Draws a diagonal stroke by following a continuous dotted line
- Traces over a diamond shape (rounded corners)
- Draws a man with a head and one other body part e.g. arms, legs
- Traces and stays on most of the time on a 7cm wide horizontal line

Static Tripod



Static Tripod

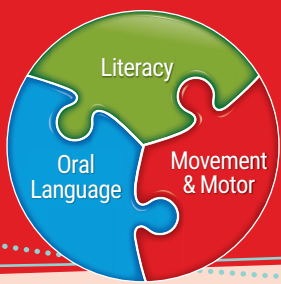


4 Years To 6 Years

- The child's developing ability should be at a level where they're able to manipulate objects between the fingers and palm and rotate objects with the fingers
- Uses a Static Tripod grasp with a pencil consistently
- Developing fine control to manipulate a pencil
- The thumb, index and middle fingers work as a unit for precise control of the pencil, the ring and little fingers provide support. Horizontal movement across the page occurs at the wrist, elbow and shoulder (4½ to 6 years)
- Copies a diagonal line, square, diagonal cross, circle and triangle
- Draws a person with a head, arms and legs
- Colours in a simple picture staying mainly within the lines (no more than 0.6 cm)
- Draws a person with a head, trunk, arms, legs, feet and three facial features
- Connects a series of dots to make a simple drawing

PLD's programs that develop the above skills can be viewed by searching the codes: Mpw, WBpw, Ppw, Mhu4, Mprd, Mlff/MIff, DSPPf/DSPPc, DSY1f/DSY1c on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Key Area: Movement and Motor

The Development of Appropriate Pencil Grip



It is suggested that it is much easier to introduce and reinforce the proper way to hold a pencil than to try and change an inefficient one later in school life where the child has grown accustomed to using it for several years. It is felt that handwriting difficulties could be avoided in later years if there is an early emphasis on strong fine motor skills, learning how to hold a pencil and regular practice on how to use it.

The goal of a proper pencil grip is that it is stable, comfortable and is able to be moved with the smaller muscles of the fingers rather than the whole hand. One important feature of this type of grip is an open and rounded web space (the space formed by the thumb and index finger). It is much harder to move a pencil with finger movements if that is closed.

There are a number of ways to encourage the right grip. One idea is as follows:

Make an ok sign with the fingers. Place the pencil between the thumb and index fingers, then drop the middle, ring and little fingers under the pencil. The last joint of the middle finger sits next to the index finger so that it can support the underside of the pencil.

Children can be reminded to hold their pencil with their 'ok' fingers.

Alternatively, the pinch action of the index finger and thumb, with the middle, ring and little fingers tucked into the palm mimics the action of a bird's pecking beak. Children can be reminded to make the bird's beak and hold their pencil.

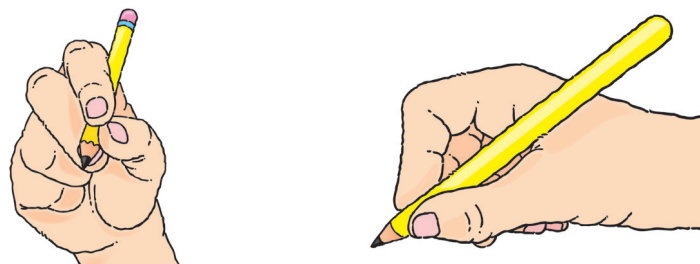
Sometimes, children find it hard to keep their middle, ring or little fingers tucked into their palm, and often they climb onto the pencil shaft. Children can try holding a small marble or wishing stone in the palm of their hand as they write to help them maintain the right grip. There are also a large number of commercially available pencil grips that help children hold their pencils correctly as they begin to write.

Another useful activity to practise the correct grip, is to use extremely short pencils to encourage the child to use their finger tips rather than the whole hand. The shaft of the pencil should rest gently in the web space. Children can check to see if their pencil is 'lying back on its pillow.'

What Is A GOOD Pencil Grip?

- The pencil shaft is held between the pads of the index finger and thumb of the dominant hand.
- The middle finger sits alongside the index finger supporting the pencil.
- The ring and little fingers curl gently into the palm.
- There is an open, fairly circular web space formed by the thumb and index finger. This is where the pencil shaft will rest.
- Sometimes the pad of the middle finger is on the pencil too, this is acceptable if the web space remains open.

See the following pages for more information.



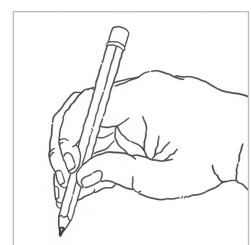
What Is NOT A GOOD Pencil Grip?



Thump Wrap



Thumb Tuck



Supinate



Transpalmar



Interdigital Brace



Index Grip

Now that I am 5 years old... I should be able to:



Tips for Home

- Have your child help with household chores, e.g. setting the table, packing away toys, or putting clean crockery and cutlery away. It's great for matching and sorting.
- Encourage your child to be as independent as possible in dressing, eating and grooming (i.e. teeth brushing, hair brushing).
- Try and build some table activity time into your day such as drawing, cutting and gluing. Use a wide variety of materials, and writing implements to keep it interesting.
- Grab a ball and throw it, kick it, bounce it and catch it!
- Play some outside games, e.g. skipping with a rope, races that involve hopping, skipping, jumping, running, balancing.
- Join in activities with your child. It is more fun to play together.

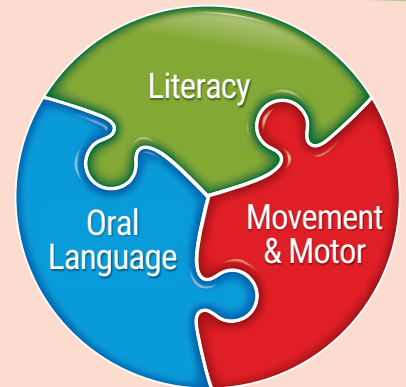
Causes For Concern

- Avoids or has difficulty with hand activities, e.g. drawing, puzzles, scissor use.
- Difficulties with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, e.g. swings, roundabouts.
- Difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's movement or motor development, consult an Occupational Therapist.

Use My Body

- To pedal a small trike around objects and make U turns
- Run around obstacles and turn corners with speed
- Walk up and down stairs with alternate feet
- Begin to bounce a large ball
- Balance on one foot for the count of 10
- Walk on tip toe
- Walk backwards
- Begin to jump rope
- Hop on one foot for several hops
- Balance on a wide beam
- Begin to skip on one foot
- Catch and throw a beanbag



Use My Hands

- Use my pencil to draw a person and some simple objects
- Fasten small buttons and use a zipper
- Cut out large shapes with scissors
- Screw and unscrew lids, nuts and bolts
- Cut my food with a knife
- Brush my own teeth
- Colour in a simple picture

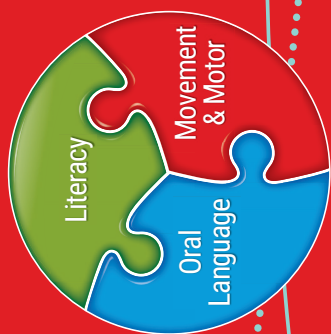
Make Sense of the World

- Know most of my colours
- Use my eyes to follow moving objects
- Count up to 10 objects aloud
- Feel objects without looking and can identify simple shapes and objects
- Copy simple patterns
- Differentiate differences in size
- Complete an unfinished drawing
- Start to notice when something is missing

PLD's programs that develop the above skills can be viewed by searching the codes: Mprd, Mcs4, Mlff/MIfc, DSY1f/DSY1c, DSS1f/DSS1c on

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Key Area: Movement and Motor Skills

The Development Cutting Skills



Developmental Norms For Children Learning To Cut With Scissors

At age 2 - 2½ years...

- Child is able to open and shut scissors with two hands.
- Child is able to snip paper. Child holds the scissors in one hand (a dominant hand is unlikely to be established at this stage). The paper may be held by an adult.

At age 3 - 4 years...

- Child is able to cut a 10cm piece of paper in approximate halves. No line is placed on the paper.
- Child is able to cut along a 10cm straight line. Their cut line should not be wider than 1.7cm.

At age 5 - 6 years...

- Child is able to cut around corners (with wide angles) while staying within a line that is 0.6cm wide.
 - Child is able to cut along curves while staying within a line that is 0.6cm wide.
 - The child is also able to manoeuvre their non-cutting hand to support the cutting.
 - Child requires frequent practise to consolidate their cutting skills.
- #### At age 4 - 5 years...
- Child is able to cut along a curved line. Their cut line should not be wider than 1cm.
 - Child is able to cut out a range of squares (and with sides measuring as small as 8cm). Their cut line should not be wider than 1cm.
 - Child is able to cut out a range of triangles (and with sides measuring as small as 8cm). Their cut line should not be wider than 1cm.
 - Child is able to cut out a range of circles (and with diameters measuring as small as 12cm). Their cut line should not be wider than 1cm.
 - Child is able to cut out a range of large, simple shapes while staying within a line that is 0.6cm wide.

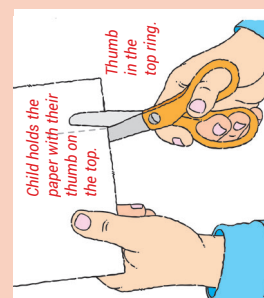
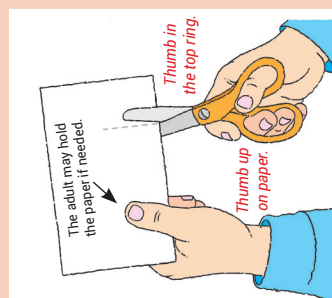
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 This information sheet can be downloaded and distributed for free providing PLD's logo and contact details are not removed. © PLD Organisation Pty. Ltd.

A Note About Hand Dominance

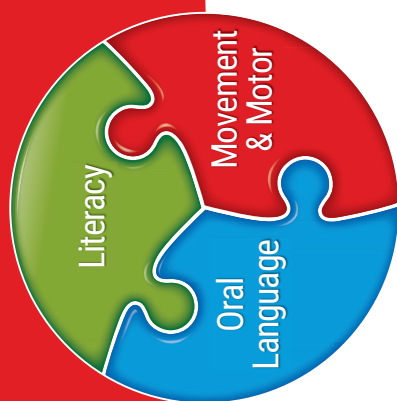
Research suggests that the majority of children show a dominant hand preference by 3 years and most by school age, however some actually establish dominance as late as 8 or 9 years old. Making a preference is important as it allows the child to develop skills and endurance with that hand. If a child has not yet made a preference, it is suggested that the child be encouraged to participate in activities:

- that involve crossing the midline,
- that use both hands together,
- where both hands are active and
- where one hand does the work and the other one assists.

Don't try to choose the dominant hand but observe which hand is used the most often or is more skilful. It may also be helpful to refer the child to an Occupational Therapist for an assessment prior to commencing year one.



Key Area: Movement and Motor Letter Reversals



Many young children reverse letters because they lack familiarity with the symbols. While this is a common occurrence in the Early Years, Foundation and early Year 1 when learning to write letters, ideally, reversals should not be present **beyond seven years of age**.

Verbal Cues and Starting Points

It is valuable to learn letters as movements rather than as visual shapes. This gives children a mechanism for remembering visually confusing letters. If the letters are taught effectively, with **starting points** and **verbal cues**, the motor memory of each letter will be paired with the phoneme and reversals will be minimised.

Tips for Dealing with Reversals

Remember, ongoing practice copying the letter is always preferable to continuing to practice it incorrectly.

1. Ample practice is important to enable over-learning of new movements to occur.
2. Choose one reversal per session to focus on, demonstrate first, then the child imitates.
3. Verbal cues are crucial to reinforce correct letter formation.
4. Use starting points and direction arrows.
5. Use the non-dominant index finger (as well as the dominant index finger) to trace the direction of the letter.
6. Teach ways to discriminate confused letters.
7. Use a multi-sensory approach to teach the letters e.g. students write letters in the air with their pointer finger and large arm movements (try it with eyes open, then eyes closed).
8. For students with persistent reversals, the use of a desk template is helpful as it provides a model of the particular letter(s) to copy as required.

Students Who Continue to Reverse Letters

Students who continue to reverse letters may experience difficulty with positions-in-space. The confusion relates to the position the parts of the letter(s) occupy in relation to one another (i.e. is the circle to the left or the right of the line?) and the position the symbol occupies in the overall space of the paper (i.e. is the symbol formed above or below the writing line on the paper?).



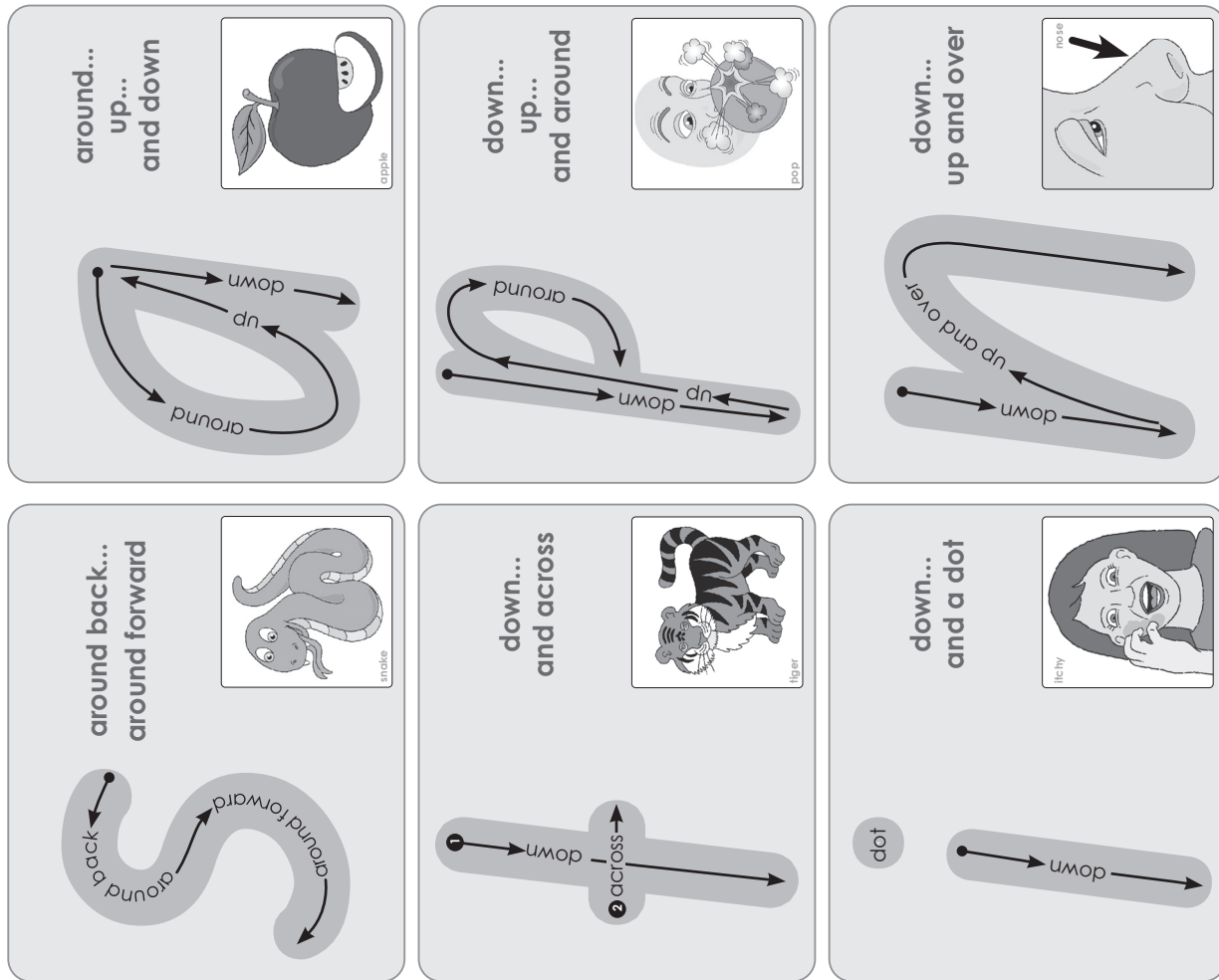
Related Programs

Letter Formation for Little People - Step 1
(for the Early Years)
Website code: Mlff

Letter Formation for Little People - Step 2
(for Foundation)
Website code: Mlff2

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For the other alphabet verbal cue pages, refer to the programs on the left.



Am I ready to make patterns?

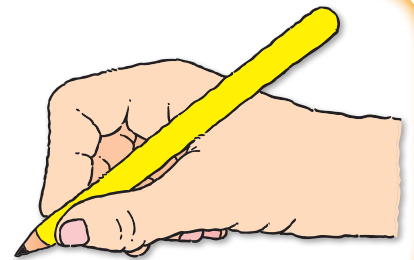
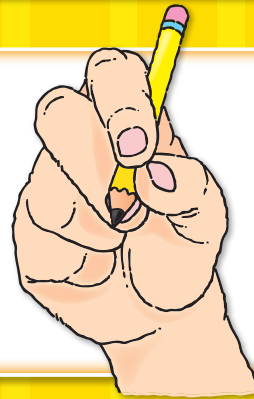
Are my hands ready and do I have good posture?

- My hands are warmed up.
- Sitting back in my chair.
- Back straight and leaning slightly forward.
- Feet are flat on the floor.



Do I have good pencil grip?

The pencil is held between the pads of my index finger and thumb (of my writing hand).

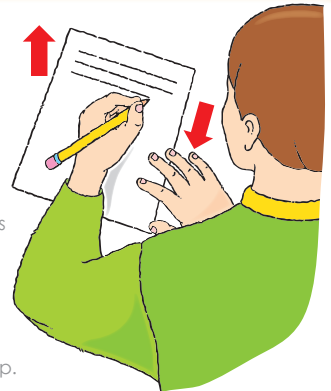


Do I have the paper ready to write on?

The paper is tilted and held steady with my non-writing hand.



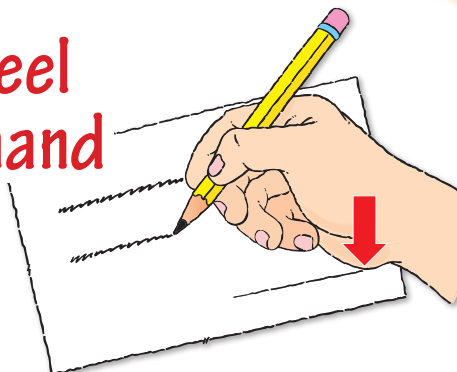
Right handed writers tilt the top, right, corner of the page up.



Left handed writers tilt the top, left, corner of the page up.

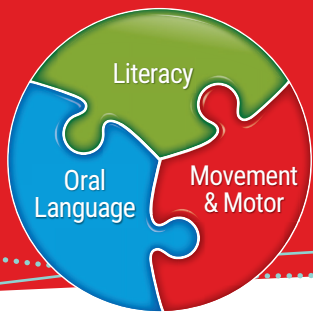
Do I have the heel of my writing hand on the paper?

This keeps my hand steady so that my fingers can do the work.



Now I am ready to make patterns.





Hand Dominance

It is hoped that as children arrive into Foundation, they are beginning to show a preference for one hand over the other across a range of activities.

Research in the area suggests that the majority of children show a preference by 3 years and most by school age, however some actually establish dominance as late as 8 or 9 years old. Making a preference is important as it allows the child to develop skill and endurance with that hand.

If a child has not yet made a preference, it is suggested that the child participate in activities that involve crossing the midline, and activities using both hands together, some where both are active and others where one hand does the work and the other helps. Don't try and choose the hand, although you can observe to see which you think is used most often or is more skillful. Please see the "Observation Checklist for Preference" on the next page. It also may be useful to refer the child to an Occupational Therapist for further assessment (prior to entry into Year 1).

Midline Crossing Activities

Midline activities are those where children cross their body with their hand and arm, e.g. the left hand moves across the body to the right hand side, or the right hand moves across the body to the left hand side.

Activities may involve:

- reaching across the body to retrieve an object
- placing, or throwing an object across the body
- moving the hand and arm in patterns that cross the body

The child should be encouraged to complete the activities with both hands.

Bilateral Activities

Bilateral activities are those that involve both hands together.

Initially encourage the use of both hands together in a simple movement, which requires both hands to perform the same action.

- | | |
|--|--|
| • throwing/bouncing/catching a ball with two hands | • making a playdough snake using two hands |
| • spinning two hoops (one on each arm) | • marching to music |
| • using socks with balls in each toe, the child stands with their back to a wall, across the body and bounces the ball on the wall | • walking on stilts |
| • drawing circles simultaneously on a board | • 'Simon Says' with movements that involve crossing the body |
| • making circles with arms holding streamers | • stencils/drawing around hands |
| • passing objects over and under body | • animal walks (see examples in glossary) |
| • swinging and hanging on monkey bars | • carpet feet cross feet |
| • rolling out playdough with a rolling pin | • playing Twister |
| | • forward rolls and holding a ball in your feet |

Graduate to using hands in co-operation where hands are doing different movements. When the child has lots of time using one hand to do the work and the other to do the holding, they will decide eventually which is the best hand to use.

- | | | | |
|-------------|------------------|----------------------------|-------------|
| • Cutting | • Colouring | • Cooking, mixing, cutting | • Threading |
| • Hammering | • Nuts and bolts | • Bat and ball | |

See over for an observation checklist for hand preference.

Dominance: Observation Checklist for Hand Preference

It is best to observe the child over several occasions. Ensure that the items for use are placed in a variety of positions, e.g. left of child, right of child and in the midline. Observe which hand the child picks up with, and then which one they use to complete the task. It is also helpful to monitor which grasp they use and how skillfully they complete the task.

Name: _____

Age: _____ Date: _____

Task: Hammering (Use a child sized hammer.)

Hammer located ☐ Midline ☐ L ☐ R _____

Hand used to pick up ☐ L ☐ R _____

Hand used to hammer ☐ L ☐ R _____

Observations: include grasp, swapping, fatigue, accuracy, skill and stabilizing with the other hand. _____



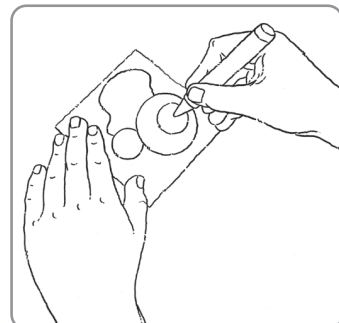
Task: Colouring (Regular colouring activities, colouring activity on a very small piece of paper.)

Pencil/Crayon located ☐ Midline ☐ L ☐ R _____

Hand used to pick up ☐ L ☐ R _____

Hand used to colour ☐ L ☐ R _____

Observations: include grasp, swapping, fatigue, accuracy, skill and stabilizing with the other hand. _____



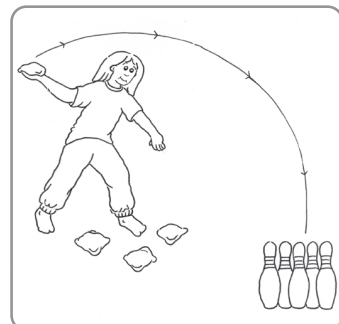
Task: Throwing with one hand (Use beanbags, into a bucket or at a target.)

Bean bag located ☐ Midline ☐ L ☐ R _____

Hand used to pick up ☐ L ☐ R _____

Hand used to throw ☐ L ☐ R _____

Observations: include grasp, swapping, fatigue, accuracy, skill and stabilizing with the other hand. _____



Task: Threading (Beads on a string.)

String located ☐ Midline ☐ L ☐ R _____

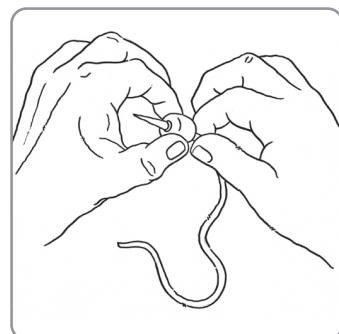
Hand used to pick up the string ☐ L ☐ R _____

Hand used to hold the string to thread ☐ L ☐ R _____

Beads located ☐ Midline ☐ L ☐ R _____

Hand used to thread beads ☐ L ☐ R _____

Observations: include grasp, swapping, fatigue, accuracy, skill and stabilizing with the other hand. _____



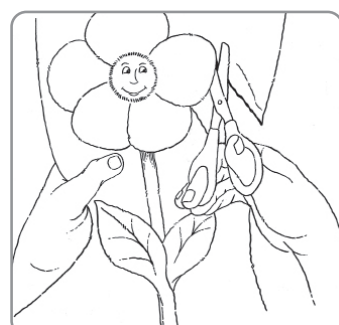
Task: Cutting (Use child scissors and a simple cutting task.)

Scissors located ☐ Midline ☐ L ☐ R _____

Hand used to pick up scissors ☐ L ☐ R _____

Hand used to cut with scissors ☐ L ☐ R _____

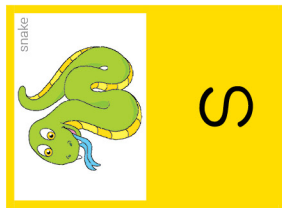
Observations: include grasp, swapping, fatigue, accuracy, skill and stabilizing with the other hand. _____



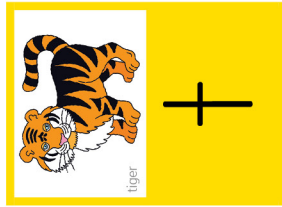


Consonants

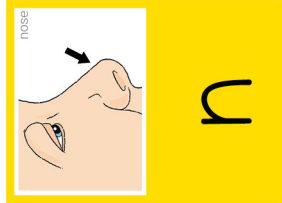
Vowels



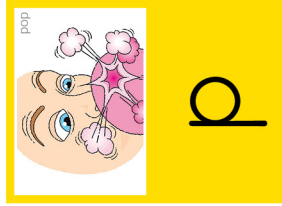
s



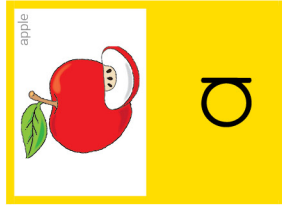
t



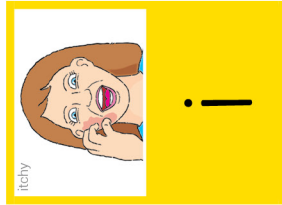
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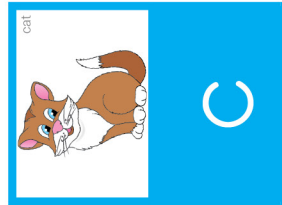
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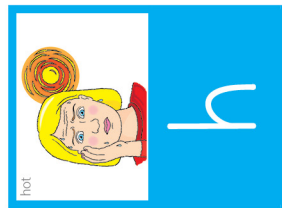
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i



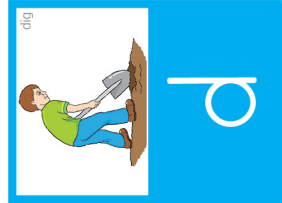
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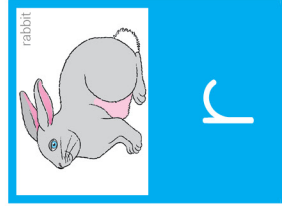
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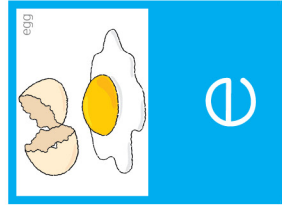
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d



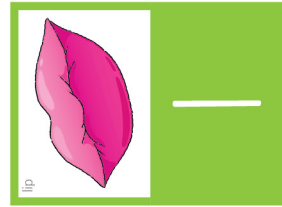
r



e



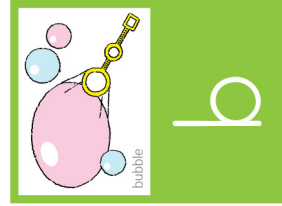
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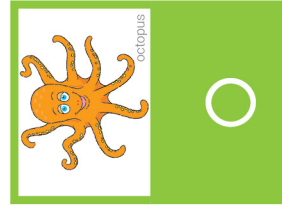
l



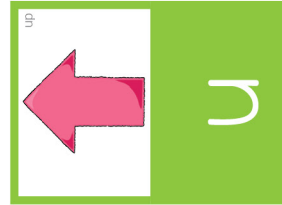
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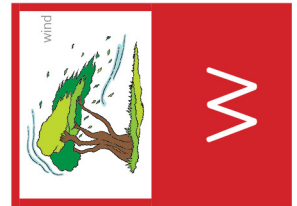
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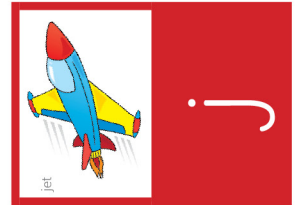
o



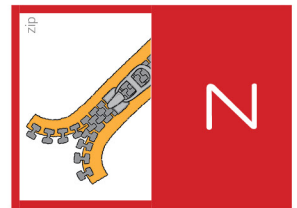
u



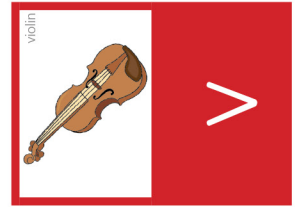
w



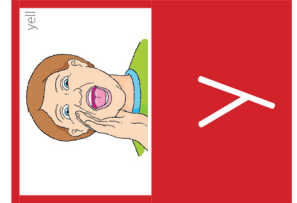
j



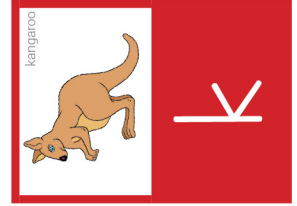
z



v



y



k



Flash Words

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

an at
in it

VC

am

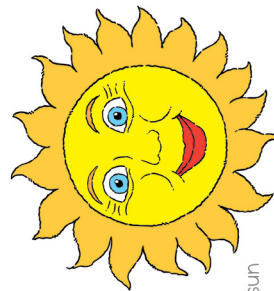
VC



ran

on us
up if

VC



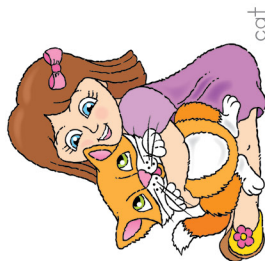
sun

sat sit

CVC

can hat red met
man dad did set
ran had him ten
cat sad pet men

CVC



cat

step

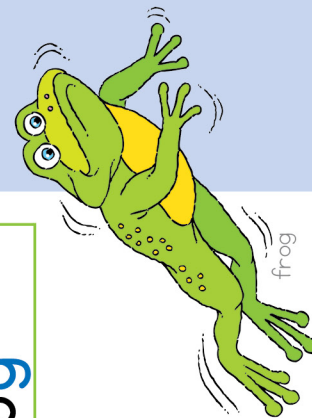
CCVC

and

VCC

from
stop
frog

CCVC



frog

swim

CCVC

jet yes kid

CVC

Heart Words

HFWs that contain an irregular concept which cannot be decoded or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart.

a I

is his
as has

of for

was the

Notes



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