

Foundation

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

Semester 2 Parent Education Sheets and Downloads

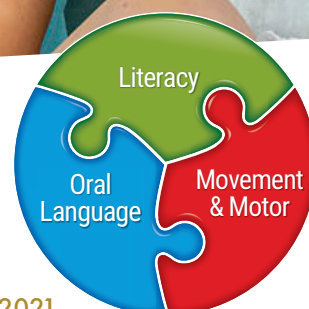


Developmental
Milestone
Guides

Parent
Education
Videos



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



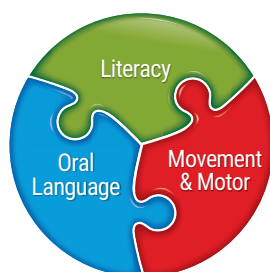
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Home & School Working Together

This booklet outlines key information to be provided to parents, caregivers and the wider community within Semester 2. 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 Child'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 children.**

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>



The Early Decoding and Emergence of Fluency
<https://youtu.be/a95sCWO16z4>



5 Year Old Activity Retelling
<https://youtu.be/mturiPL-3Mk>



5 Year Old Show and Tell
https://youtu.be/O42giQy9_HE



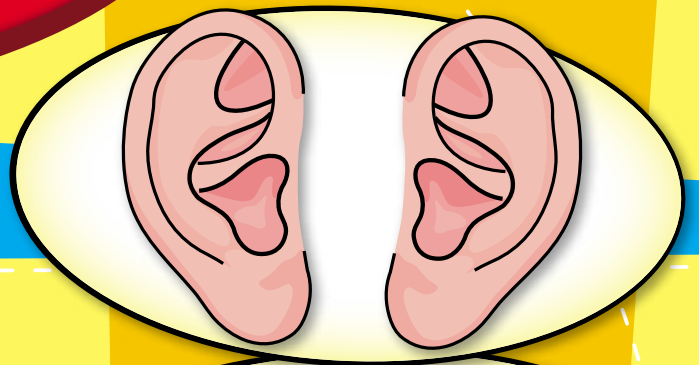
5 Year Old News Telling
https://youtu.be/q4_yy3QbPuM



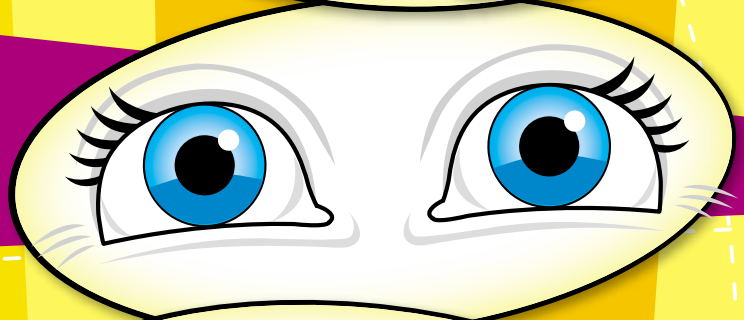
Teaching Phonics & High Frequency Words Charts
<https://youtu.be/3mc7iEIQEbU>

Listen

with your ears



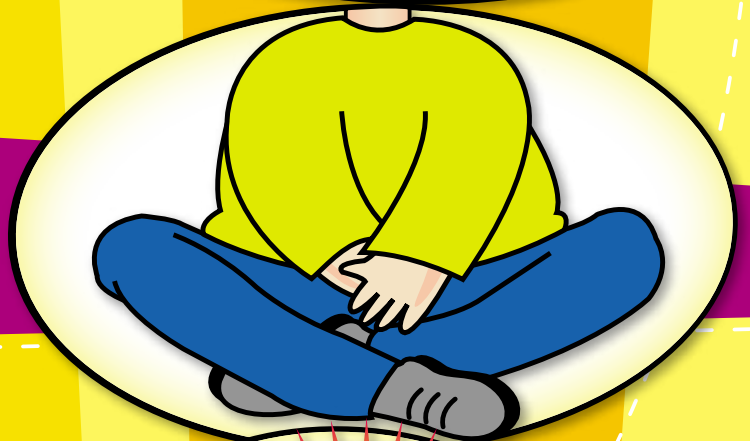
by looking at the person speaking



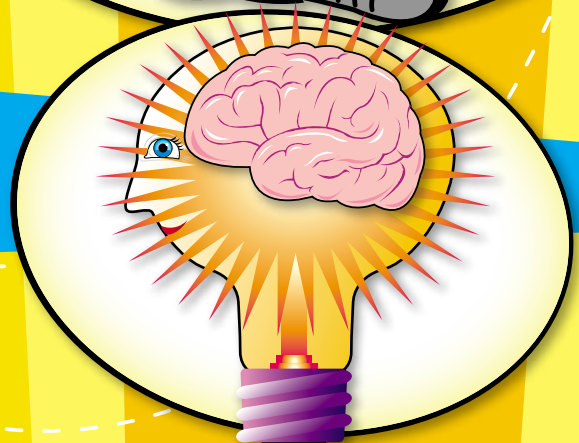
with a closed mouth



with still hands and body



with your brain turned on



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ISBN 978-1-921560-40-8
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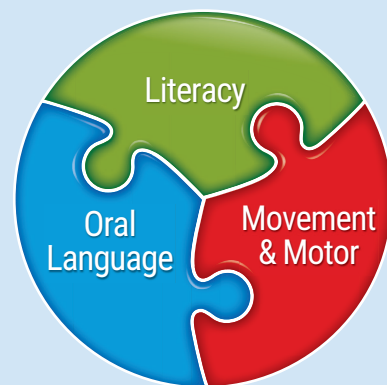
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When to refer to a Speech Pathologist?

The production of news and narratives is more cognitively and linguistically demanding than the participation in a conversation. In a conversation, speakers have the support of partners to organise and maintain the discourse. When news telling and narrating, speakers **MUST** independently organise and maintain extended discourse.

Observations Which Constitute A Potential Speech Pathology Referral

- A child needs continual support to structure the news and/or story.
- A child finds the task cognitively demanding.
- A child's speech is hesitant, filled with pauses and incomplete sentences.
(The child may show visible frustration from limited expressive language ability.)
- A child fails to provide the listener with specific information.
(E.g. forgetting to explain the people or character's actions.)
- A child has difficulty sequencing or ordering events correctly.
- A child does not specifically name characters or people.
(and instead uses general terms of reference such as it, he, they ...).
- A child's vocabulary lacks variety or when the child is unable to apply appropriate vocabulary.
- Towards the end of Foundation year, a child overuses "and" and "and then" to join sentences.
A child should also be using more complex joining words such as next, last, so, but, ...
- Grammatical and tense errors are present in the child's language.



PLD's programs that develop the above skills can be viewed by searching the codes:
AR35, Mn4, Mn5, Mn68, Mn912, CCgn1, CCgn2, CCn68, CCn912 available from www.pld-literacy.org
mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Object Description

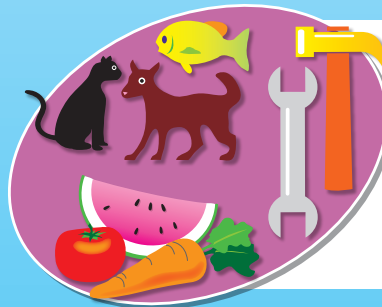
Foundation



Greeting



What?



Type or Category?



Parts?



Made of?



Found?



Use?



Information



Thank You

Event Recount

Foundation

When?



Who?



What?



Where?



Why?



Information



Feelings



Thoughts

Three Step Activity Recounts

Foundation

...Version A



When?

Make/
Going to
make?



Made/
Did?

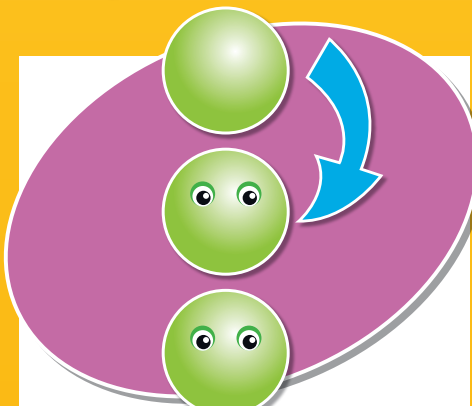
Going to
use?/
Will use?



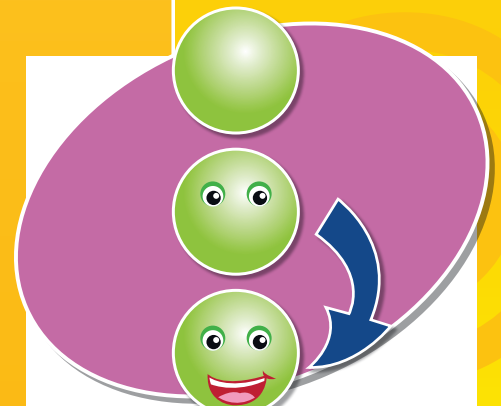
Used?



I ...



Next...



And next...

For retells before the activity occurs.

For retells after the activity has occurred.

Three Step Activity Recounts

Foundation

...Version B



When?

Make/
Going to
make?



Made/
Did?

Going to
use?/
Will use?



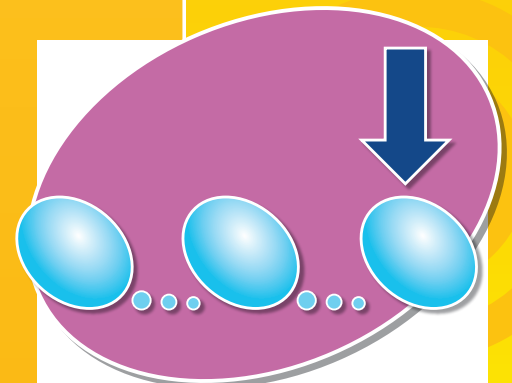
Used?

1st

First...

2nd

Second...



Last

For retells before the activity occurs.

For retells after the activity has occurred.

Beginning



When?



Who?



What?



Where?

Events

Joining word
First...

1

1st Event

Joining word
Second...

2nd

2nd Event

Joining word
Third...

3rd

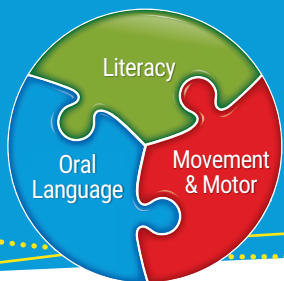
3rd Event

Ending

Joining word
Last...



Apply the
joining words
'so', 'but'
and **'because'**
as appropriate.



Observations of a student to accompany a referral to a Speech Pathologist

Student's Name: _____

Date of Birth: ____ / ____ / ____

Current Age: _____ years _____ months

School Year: _____

School: _____

Class Teacher: _____

School's Address: _____

School's Tel: _____

Instructions: Teacher to complete the relevant sections below.

Receptive Language (Understanding or Comprehension)		✓ Appropriate Box	
Is the student able to follow classroom instructions?	☐ Yes, with limited support required ☐ Yes, but simple instructions only ☐ Yes, but needs repetition of the instruction ☐ Yes, but needs continued prompting of the instruction ☐ Rarely, without significant adult support		
How does the student follow classroom discussions?	☐ Below peer level	☐ Same as peers	☐ Above peer level
How does the student answer questions?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Is the student understanding concepts covered in the classroom?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Expressive Language (Oral Language)			
What is the student's length of spoken sentences?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Does the student use incorrect grammar?	☐ Often	☐ Sometimes	☐ Never
Does the student have difficulty remembering the names or thinking of the "right" word?	☐ Often	☐ Sometimes	☐ Never
How does the student's retelling of a story, an event or news compare to their peers?	☐ Below peer level	☐ Same as peers	☐ Above peer level
How does the students written work compare?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Attention			
How does the student's attention compare to their peers?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Does the student complete work within the allocated time frame?	☐ Typically yes	☐ Sometimes	☐ Never
Literacy Skills			
How does the student's literacy skills compare to their peers?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Is the student experiencing difficulty at the level of:	☐ Rhyme ☐ Syllables ☐ Initial sounds awareness ☐ Segmentation ☐ Blending ☐ Spelling ☐ Phonics ☐ Decoding ☐ Comprehension ☐ Generating sentences for writing		

Literacy Skills			
How does the student's spelling skills compare??	☐ Below peer level	☐ Same as peers	☐ Above peer level
How does the student's reading skills compare?	☐ Below peer level	☐ Same as peers	☐ Above peer level
How does the student's writing skills compare?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Speech			
Does the student have articulation errors?	☐ No	☐ Sometimes	☐ Yes
Can the student clearly convey their message so they can be understood?	☐ Below peer level	☐ Same as peers	☐ Above peer level
Social Language and Play Skills			
Is the student able to establish relationships and play with peers?	☐ No	☐ Sometimes	☐ Yes
Are the student's conversation skills poorer than his/her peers?	☐ Often	☐ Sometimes	☐ Never

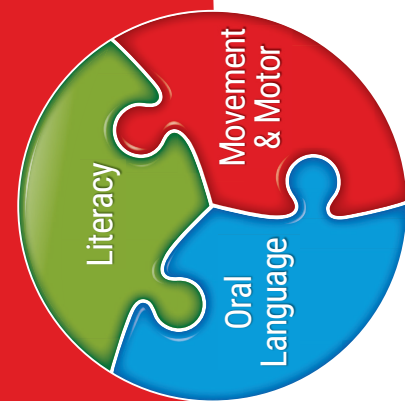
Additional Comments/Information (Outline any specific concerns/observations)

Form Completed by: _____ Date: __ / __ / __

Note, PLD does not operate a clinic. This form is designed to be completed by the teacher and to be provided to any speech pathologist as an indication of the student's performance within the classroom setting.

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Key Area: *Movement and Motor*



Tips for Helping Left-handed Writers

Approximately ten percent of students are left-handed – slightly more boys than girls. If these 10 simple strategies are put in place, then there is no need for left-handed children to be disadvantaged when writing.



1. Arrange classroom seating so that left-handed students always sit on the left of right-handed children. This will avoid writing hand 'elbow bumps'. It is also important to group left-handed students together during handwriting lessons.
2. Remind students to maintain a good posture with their feet flat on the floor, bottom back in chair and helper hand on the desk.
3. The writing page should be moved to the left of the student's midline and slanted correctly – tilt the page (left corner up) keeping the page parallel to the forearm.
4. The right hand should be used to stabilise the paper at all times and the right index finger should be used for finger spacing when required.
5. Correct tripod pencil grip should be encouraged at all times to allow for good control of the pencil. Providing a visual prompt can help.
6. Ensure the pencil rests back in the web space (at the join of the thumb and index finger) – not pointing straight up. Writing on a vertical surface helps to encourage a functional pencil grasp.
7. The pencil should be held 2cm above the tip so that writing is more visible and the smudging of work is avoided.
8. Provide pencils that are not slippery, so that the fingers do not slide down towards the tip.
9. Softer lead pencils are ideal as they do not require too much friction on the page for left-handers, who are pushing instead of pulling the pencil from left to right across the page.
10. To avoid developing a hooked wrist, the writing hand should always be below the writing line, with the left arm kept close to the body.
11. Place a green dot for 'go' at the left margin to remind students to write from left to right. This can also assist with correcting letter and word reversals.
12. Ensure all left-handed students have access to left-handed scissors because cutting with scissors builds strength in the writing hand.



Related programs

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

Letter Formation for Little People - Step 2
(for Foundation) Website code: Milff2

Letter Formation for Little People - Step 3
(for Year 1) **Coming Soon**



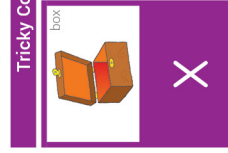
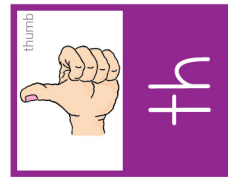
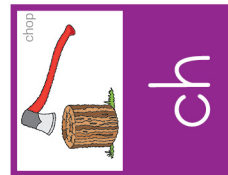
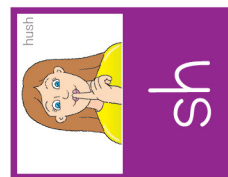
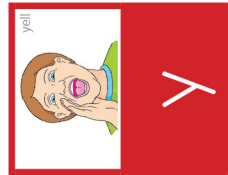
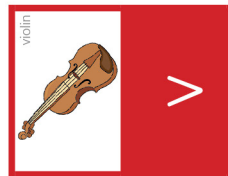
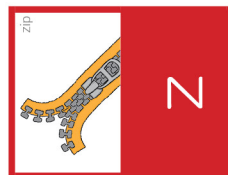
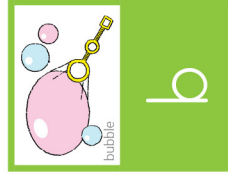
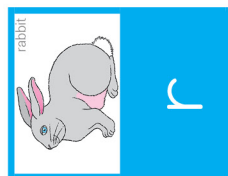
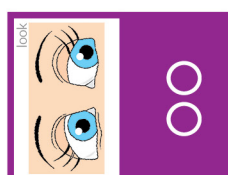
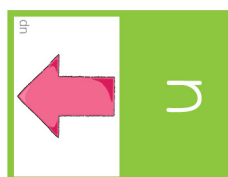
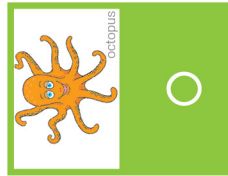
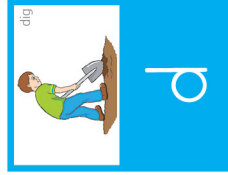
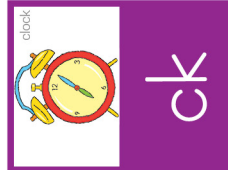
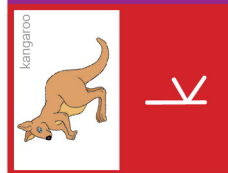
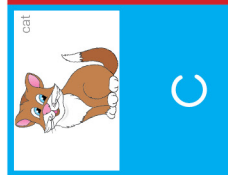
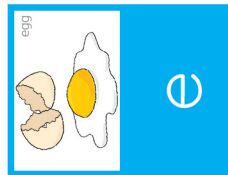
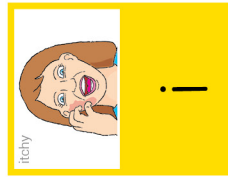
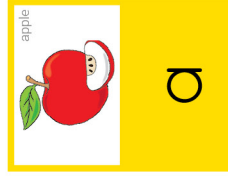
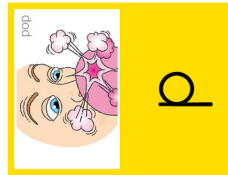
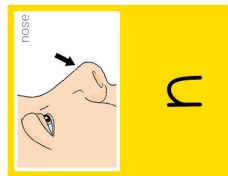
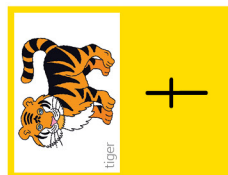
Mid Stage 1 (Target 2 & 3)

Foundation
Semester 2



Consonants

Short Vowels



Long Vowels

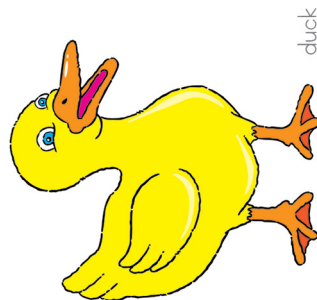


Flash Words

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.

sh fish wish
shot shop

ck back pick
duck sick
kick black



duck

wh when which

x box six
fox

ch much chip
such lunch



queen

nb queen

th than this
that with
them think
then thank

ee been seem tree
feet teeth green
keep week sleep
need three see

short oo book pool food too
good took moon tooth
cool room zoo
look soon

CVCC end gold left pink went
hand told list just wind
felt hold best milk
old help lost next
cold land must jump

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.

me we
be she
he

to who
do into

are you



jump

Notes



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