



Teaching Sequence Manual

Year 3, 4, 5 & 6

What to
teach?

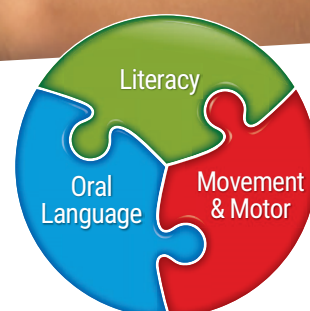
When to
teach?

How to cater
for the range
in ability?

2026 Version



PRIMARY
PUBLISHER
OF THE YEAR
4-time winner



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How to Use this Manual

This manual is designed to be a companion to the Year 3, 4, 5, & 6 Screening & Tracking Manual and you will need both manuals to begin implementing PLD's programs.

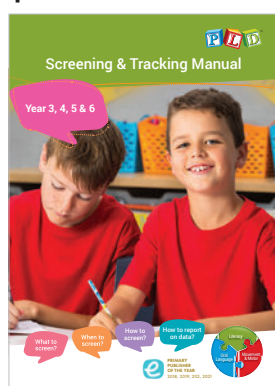
Typically, there is a significant range of ability in the majority of middle and upper primary classrooms. Some students will present with junior primary skills, while others will be operating above their age-related peers. Catering for this wide range in ability is central to the PLD process. Supporting students who are experiencing difficulty, while extending students who are more capable, is central to PLD's Structured Synthetic Phonics (SSP) offering.

It is important to understand that from Stage 3, the development of vocabulary is linked to the increasingly complex phonic concepts. Typically, students in Stages 5 and 6 acquire spelling concepts with relative ease, so it is the development of the associated knowledge of the words (word building and transference into writing) that becomes more of the learning focus.

The sequences we have included in this manual are recommendations based on peer-reviewed research, however teacher agency and drawing the information from the placement screens should also inform termly programs. If you have students presenting with weaker literacy skills, it will be necessary to scrutinise the placement screens to identify concepts requiring instruction and also in an attempt to fill in the gaps. Teachers can use the checklists on pages 9 and 16 to create targeted teaching plans for these students. Keep in mind, that if students are relatively age-appropriate this will not be necessary. Therefore, it is recommended that you utilise the outlines provided within this manual for age-appropriate and advanced students.

Getting Started with PLD in Year 3, 4, 5 & 6

Step 1: Download the manuals and charts from the [Getting Started](#) section of the website.



[The F-3 High Frequency and SSP progression](#)

Step 2: Professional Development

Complete the [Synthetic phonics and beyond online course](#). Alternatively, book and attend one of the PLD Literacy and Learning seminars held throughout Australia.

Option 1: Online Course



Option 2: Seminar



Option 3: Website Videos



Step 3: Present the Relevant Spelling Placement Screen

Refer to the [The Year 3, 4, 5 & 6 Screening & Tracking Manual](#) for the detailed instructions on how to screen your students and group your class into three targeted teaching groups.

Scan here for
Years 3, 4, 5 & 6



```

graph LR
    S1[Step 1: Placement Test.] --> S2[Step 2: Mark tests & convert into percentages.]
    S2 --> S3[Step 3: Enter results into PLD Tracking Sheets.]
  
```

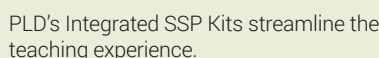
The diagram illustrates a three-step process for the PLD (Pre-Learning Diagnostic) process. It consists of three green arrow-shaped boxes pointing from left to right. The first box is labeled 'Step 1' and contains the text 'Placement Test.'. The second box is labeled 'Step 2' and contains the text 'Mark tests & convert into percentages.'. The third box is labeled 'Step 3' and contains the text 'Enter results into PLD Tracking Sheets.'.

Step 3 Enter results into PLD Tracking Sheets.

Stage 1				Stage 2	Stage 3	Stage 4	Stage 5
Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CCVC	Target 4 ar, or, er, ay, all, oi	/16 =Enter %	/16 =Enter %	/16 =Enter %	/16 =Enter %
Term 1 Plan: Week 1-4 (52 common errors) & wk 5-9 Stage 3 common errors)							
100	71	80	100	50	13		
100	85	100	100	38	13		
100	100	100	100	50	6		
80	85	100	100	67	19		
100	100	100	100	75	13		
100	85	100	100	50	44		
100	85	100	100	50	25		
100	100	100	100	88	31		
100	100	100	100	88	44	31	
100	100	100	100	81	31		
100	100	100	100	67	31		
100	85	100	100	81	6		
100	85	100	100	56	25		
100	100	100	100	67	44		
100	100	100	100	67	31		
Term 1 Plan: Stage 4 locate the common errors and teach them							
100	100	100	100	100	67	38	
100	100	100	100	94	69	38	
100	100	100	100	94	63	19	
100	100	100	100	100	67	44	
100	100	100	100	94	75	44	31
100	100	100	100	100	81	38	
100	100	100	100	94	38	38	
100	100	100	100	100	94	44	19
100	100	100	100	100	88	31	19
100	100	100	100	94	94	56	31
Term 1 Plan: Students following Stage 5 in the Teaching Manual							
100	100	100	100	100	100	94	44
100	100	100	100	100	94	94	63
100	100	100	100	100	88	94	31
100	100	100	100	100	100	100	44
100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	63

Describe teaching focus for the term.

OPTION 1 - Integrated SSP Kit

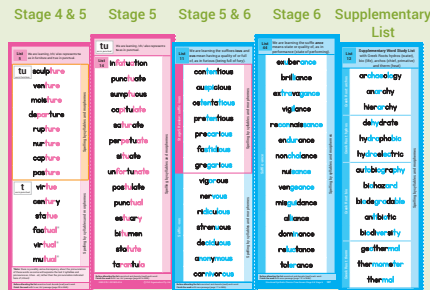


They include integrated phonic lists and dictation passages and catch-up programs, along with corresponding screen display teaching materials.

Integrated SSP Kit for Year 5 - Code: SSPKitY5

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 5 & 6 - Code: SSPts5

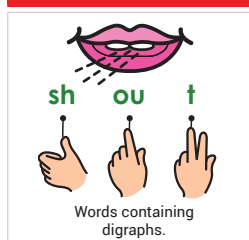


Word lists can be sourced and typed up from the Phonic & Sight Word Sequence (Scope and Sequence).

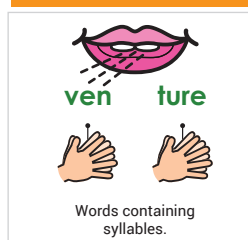
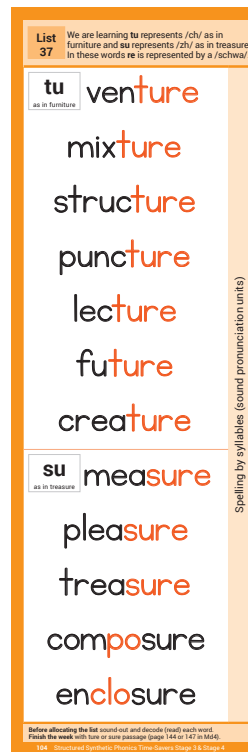
The Phonic Sight Word Sequence outlines phonic concepts, high-frequency words and phonic lists for PLD stages 1-6.

Phonic & Sight Word Sequence - Code: BPSW

Group 1
Stage 2/3



Group 2
Stage 4



Group 3
Stage 6



Literacy Block Overview (Year 3-4) -30 minutes

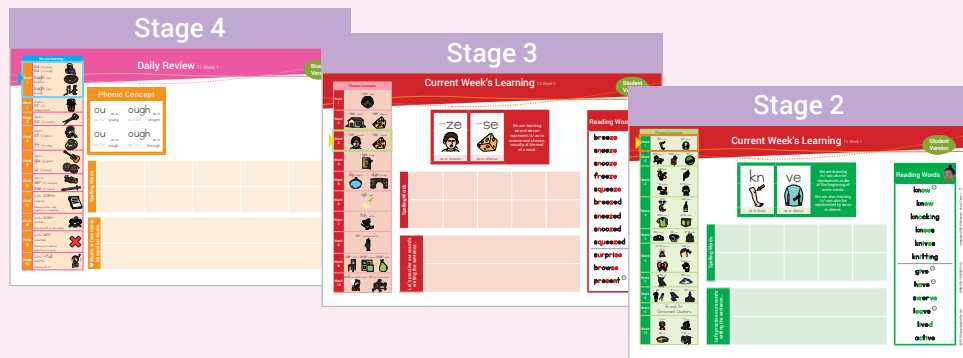
Scan here for
Integrated SSP Kits



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 middle primary literacy block is as follows.

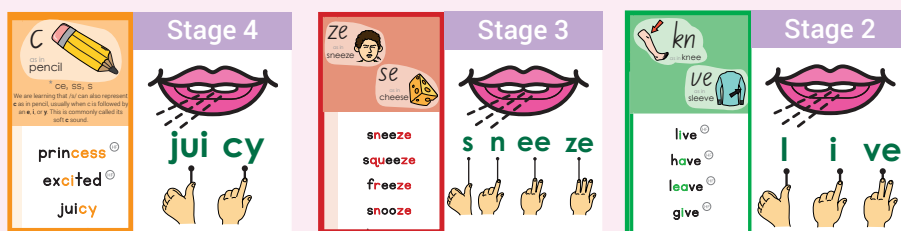
Monday, Tuesday, Wednesday

Whole Class Daily Review Teacher Directed (10 - 15 minutes)



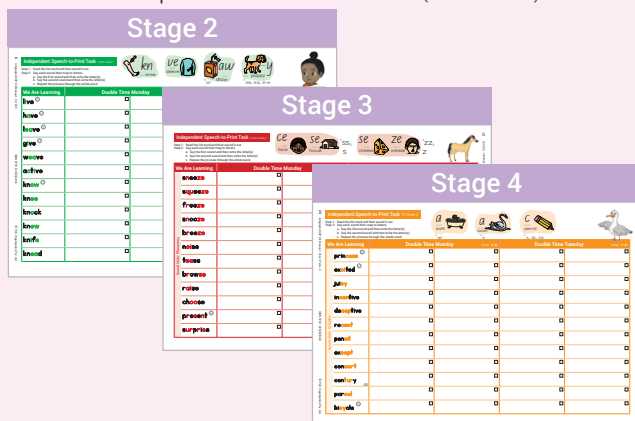
Whole Class Teaching of the Three Phonic Word Lists

Teacher Directed (5 minutes) Focus on 3-4 words from each list each day.



Speech-to-Print Task

Independent Student Task (10 minutes)

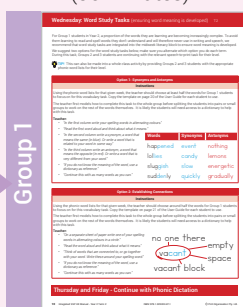


Integrated SSP Kit (colour formats)

Wednesday

Word Study Tasks

Teacher Directed (30 minutes)

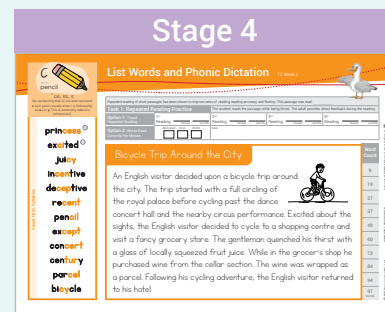


These mid week word study tasks are presented only to the Stage 3 & 4 students.

Thursday, Friday

Repeated Reading & Phonic Dictation

Teacher Directed (30 minutes)



Dictation Implementation Options

To facilitate three groups' dictation twice per week

- Use technology
- Merge two groups together

Scan here for
Demonstration
Videos

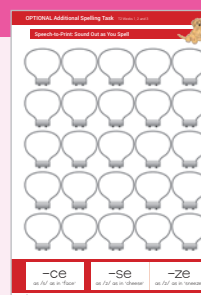


Group 2 & 3 Students: Additional Literacy Tasks

Adult Directed

We also provide additional activities for focused skills practise across spelling, reading and writing outside of the 30 minute SSP program.

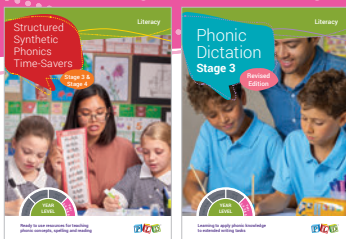
These tasks are optional for Tier 1 students, but Tiers 2 and 3 students will greatly benefit from this additional practise. These tasks could either be delivered in class if additional support staff are available, or could be set as homework.



Starter Pack Literacy Block Overview (Year 3-4)

Monday to Friday (30 minutes)

Scan here for 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
	Stage 4 	

Whole Class Teaching of the Three Phonic Word Lists Teacher Directed (5 minutes)

Stage 4	Stage 3	Stage 2

Introduce the phonic concept and sound out 3-4 words each day.

Speech-to-Print Task (from TimeSavers templates)

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

Stage 4	Stage 3	Stage 2

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.

Remember Group 3 students will require additional tasks outside the allocated 30 minute whole class session. These tasks (included in the kit) will need to be presented intensively and regularly.

Wednesday

Word Study Task The Stage 3 & 4 groups only.

Teacher chooses a word study task from the Time-Saver templated tasks

- Teacher models one word from each group
- Then independent student task (10-15 minutes)



Thursday, Friday

Repeated Reading & Phonic Dictation

Teacher Directed (30 minutes)

Stage 2

Dirk's Surprise

It was Dirk's birthday. Dirk had many surprises. First Dirk was given a shirt. Next Dirk was given a bird. Dirk's third surprise was a surfboard. Dirk surfed and surfed. He swirled, twirled and curled in all the waves. He must have swirled, twirled and curled thirty times in the waves. Dirk began to think that the surfboard was the best birthday surprise ever.

Task 2: Reading Comprehension (a) Illustrate as many aspects of the passage as possible. (b) Label the sea and Dirk (see left words).

Stage 3

Surprise Party

As grandfather had a snooze, we gathered for the surprise party. We all loved grandfather even if he was a tease sometimes. For his birthday we wanted to surprise him with his favourite cheese cake and praise him for the great man he was. Without making a noise we all eased into the house. It was a bit of a squeeze. Someone sneezed but all grandfather did was raise an eyebrow. Then we yelled, "Surprise!" I think grandfather was very pleased with his surprise party.

Task 2: Reading Comprehension (a) Illustrate as many aspects of the passage as possible. (b) Label the sea and Dirk (see left words).

Stage 4

Bicycle Trip Around the City

An English visitor decided upon a bicycle trip around the city. The trip started with a full circling of the royal palace before cycling past the dance concert hall and the nearby circus performance. Excited about the sights, the English visitor decided to cycle to a shopping centre and call upon a grocer. In silence, the gentleman quenched his thirst with a glass of locally squeezed fruit juice. While in the grocer's shop he purchased wine from the cellar section. The wine was wrapped as a parcel. Following his cycling adventure, the English visitor returned to his hotel.

Task 2: Reading Comprehension (a) Illustrate as many aspects of the passage as possible. (b) Label the sea and Dirk (see left words).

Implementation options

To facilitate three groups' dictation twice per week

- Use technology
- Merge two groups together

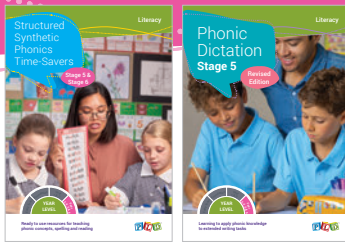


Demonstration Videos

Starter Pack Literacy Block Overview (Year 5-6)

Monday to Friday (30 minutes)

Scan here for
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 minutes)

Revise heart words and teach commonly misspelled words	Revision of each groups phonic concepts	Read & spell previously taught words
original	Stage 5 trans- extra- mis-	
principle principal	Stage 4 -ist -or -ar	
caught laughed	Stage 3 tch ph dge	



Whole Class Teaching of the Three Phonic Word Lists Teacher Directed (5 minutes)

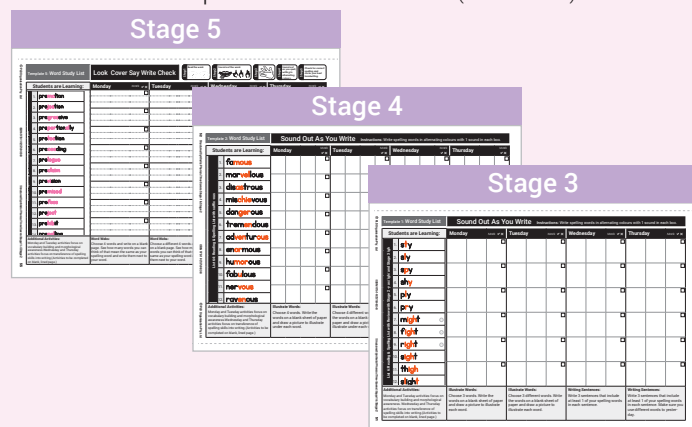
Stage 5	Stage 4	Stage 3
able We are learning that the suffix means capable of, as in perish (capable of decaying or spoiling). List 38 miserable perishable unreasonable considerable commendable agreeable	ous We are learning that the suffix means full of or possessing, as in enormous (full of things). List 44 famous marvellous disastrous mischievous dangerous tremendous	List 6 We are learning 'ight' can represent g and y and h as in light. sty sly spy igh might fight right

Introduce the phonic concept and sound out four words each day.



Speech-to-Print Task (from TimeSavers templates)

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



Wednesday & Thursday

Word Study Tasks Stage 3 - 6 groups on.

Teacher chooses a word study task from Time-Savers templated tasks

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

	Prefix/Suffix: Meaning	Base Word: Meaning	Word Meaning
Microscope	micro: small	scope: to look at or see	Tool to look at very small things
unsuitable	un: not	suitable: right or appropriate	Not right or appropriate
blissful	ful: full of	bliss: very happy	Full of happiness

Friday

Repeated Reading & Phonic Dictation

Teacher Directed
(10-15 minutes per group)

Stage 5

Fashionable but Miserable!

A fashionable person possesses a wardrobe that is always changeable. Ensuring garments are suitable and fashionable requires a considerable financial investment. Available fabrics include those which are delicate and not washable. Being knowledgeable about which colours combine favourably together when making selections is helpful. Certain colours and fabrics appear very disagreeable, while others are much more admirable. It is reasonable to assume tailor-made clothing will be more flattering, however, they are not returnable. Accessories are important to complete an outfit, but these can be quite valuable. Even a person knowledgeable about fashion can find themselves miserable if they behold another wearing identical attire.



Stage 4

Becoming Famous

The snake charmer appeared nervous. In front of the snake charmer was an enormous and extremely poisonous cobra. The charmer was nervous because it was extremely dangerous to be attempting such a feat. However, if successful the snake charmer would be sure to become famous and becoming famous would be a tremendous achievement. The snake charmer would definitely feel joyous if he was successful. With this in his mind, the snake charmer attempted to control his nerves.



Stage 3

The Knight's Fight

A knight wanted to enter a fight later that evening. The knight approached the king explaining that he wished to enter a fight that night at midnight. The king sighed and explained that it might be slightly brighter to delay the fight. A lightning storm was approaching and lightning is not good for eyesight. It was decided that at first light the mighty knights would all fight and they were delighted.



Implementation options

To facilitate three groups' dictation twice per week

- Use technology
- Merge two groups together



Demonstration Videos



SSP Kit Literacy Block Overview (Year 5-6)

Monday to Friday (30 minutes)

Scan here for
Years 3, 4, 5 & 6
Demonstration Videos



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 5 literacy block is as follows, with provisions being made for Groups 1, 2 and 3 students.

Monday and Tuesday

Whole Class Daily Review Teacher Directed (10 - 15 minutes)

Stage 5

Daily Review

Prefixes: ad, bi, ex

Stage 4

Daily Review

Phonic Concept: a, a, c

Stage 3

Daily Review

Sound We Are Learning: kn, or, low, only

Spelling Words: ve, ee, ed, y, open, over

Friday

Repeated Reading & Phonic Dictation Teacher Directed (30 minutes)

Stage 5

List Words and Phonic Dictation

Exiled

The refugees were expelled from their homes to become exiles in a strange land. Except for their clothes, they had nothing including no money to exchange for food. They wandered, exhausted, through the desert, excluded from the villages, an experience which left them afraid. At the airport, part a captain welcomed kindness and offered the exiles passage on his ship in exchange for labour upon reaching their destination. On arrival, the exiles worked hard exceeding the captain's land and building a new export centre. In exchange for their excellent work, the captain provided them with homes, food and clothes until their work commitment expired. The exiles were then free to live their lives in this new world.

Whole Class Teaching of the Three Phonic Word Lists

Teacher Directed (5 minutes) Focus on 3-4 words from each list each day.

Stage 5

ex-! ex in exclamation

excluded, excessive, extremely, excavate

Stage 4

ar range

princess, excited, juicy, incentive

Stage 2

kn, ve

live, have, leave, give

Speech-to-Print Task

Independent Student Task (10 minutes)

Stage 2

Speech-to-Print Task

live, have, leave, give, wave, active, know, knock, know, knife, knead

Stage 4

Speech-to-Print Task

princess, excited, juicy, incentive

Stage 5

Speech-to-Print Task

excluded, excessive, extremely, excavate

Wednesday and Thursday

Word Study Tasks Teacher Directed (30 minutes)

Group 1

Word Study Tasks

These mid week word study tasks are presented only to the Stage 3 & 4 students.

Stage 2

List Words and Phonic Dictation

Olive Tree Home

Tom and Eve have a cubby in the hollow tree. They weave olive branches together to make doors and walls for their home. They heave buckets of rocks up and serve these rocks as food.

Dictation Implementation Options

To facilitate three groups' dictation twice per week

- Use technology
- Merge two groups together

Scan here for Demonstration Videos

Group 2 & 3 Students: 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.
- 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.

OPTIONAL Additional Reading Task 1

surface, leftuce, circle, advice, sentence, city, prince, excited, except, cellar, cement, grocer, parcel, circle, fancy, concert, recent, certain

OPTIONAL Additional Reading Task 2

city, prince, excited, parcel, except, advice, city, prince, excited, parcel, except, advice, city, prince, excited, parcel, except

OPTIONAL Additional Reading Task 3

city, prince, excited, parcel, except, advice, city, prince, excited, parcel, except, advice, city, prince, excited, parcel, except



Each phonic passage is supplied in two lengths. Teachers should use their discretion to select the appropriate length passage to match the ability of the students.

Instructions

Each level of dictation should not exceed 15 minutes.

Repeated Reading (3 minutes)

- **Group 3:** 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 've' 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.
- **Group 1 and 2:** Single reading only.

Dictated Script (10 minutes writing)

- Teacher repeats three times while students have their pencil's down: "An English visitor decided upon..."
- Teacher asks: "Now speak it before you write it!"
- The group replies: "An English visitor decided upon..."
- Teacher: "Go!" (i.e. Pick up your pencil and write).
- (Once you have completed a sentence) 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)

Resource

Example of Group 1 with prefix ex

Exiles!

The refugees were expelled from their homes to become exiles in a strange land. Except for their clothes, they had nothing, including no money to exchange for food. They wandered, exhausted, through the desert, excluded from the villages, an experience which left them afraid. At the export port, a captain extended kindness and offered the exiles passage on his ship in exchange for labour upon reaching their destination. On arrival, the exiles worked hard excavating the captain's land and building a new export centre. In exchange for their excellent work, the captain provided them with homes, food and clothes until their work commitment expired. The exiles were then free to live their lives in this new world.

Word Count: 8, 17, 25, 34, 46, 57, 69, 80, 92, 103, 117 words

Example of Group 2 with c as /s/

Bicycle Trip Around the City

An English visitor decided upon a bicycle trip around the city. The trip started with a full circling of the royal palace before cycling past the dance concert hall and the nearby circus performance. Excited about the sights, the English visitor decided to cycle to a shopping centre and visit a fancy grocery store. The gentleman quenched his thirst with a glass of locally squeezed fruit juice. While in the grocer's shop he purchased wine from the cellar section. The wine was wrapped as a parcel. Following his cycling adventure, the English visitor returned to his hotel.

Word Count: 9, 19, 27, 37, 49, 60, 73, 84, 94, 107 words

Example of phonic dictation 've'

Olive Tree Home

Tom and Eve have a cubby in the hollow tree. They weave olive branches together to make doors and walls for their home. They heave buckets of rocks up and serve these rocks as food.

Word Count: 6, 11, 14, 21, 27, 35 words

Alternative Option using Technology

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

- Use an iPad to record the Group 1 phonic dictation.
- Do not just record the reading of the passage, make sure the recording follows the recommended script as follows.

For example:

- "The refugees... their homes..." (*repeat three times*)
- "Now speak it before you write it" (*pause to allow students to speak*)
- "Press pause and write it"
- *Repeat this delivery process.*

Exiles!

The refugees were expelled from their homes to become exiles in a strange land. Except for their clothes, they had nothing, including no money to exchange for food. They wandered, exhausted, through the desert, excluded from the villages, an experience which left them afraid. At the export port, a captain extended kindness and offered the exiles passage on his ship in exchange for labour upon reaching their destination. On arrival, the exiles worked hard excavating the captain's land and building a new export centre. In exchange for their excellent work, the captain provided them with homes, food and clothes until their work commitment expired. The exiles were then free to live their lives in this new world.

Word Count: 8, 17, 25, 34, 46, 57, 69, 80, 92, 103, 117 words



Scan here for
demonstration
videos



FAQ's: Middle & Upper Primary Students Operating at a Junior Primary Level



For students who enter middle or upper primary with low literacy skills, it is important to determine the points of difficulty (i.e. Stage 1 Target 1, 2, 3 or 4 or even Stage 2) and the specific phonic concepts within the identified stages that require instruction. The tables on the following pages can be used to plan a targeted program.

There are two common approaches that are recommended for students with significant inaccuracies within Stages 1 and 2.

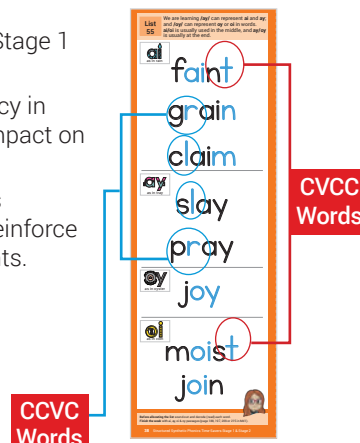
Common Approach 1: Aim to fill in the gaps in Stage 1 Target 2 and Target 4

	Term 1 Class Profile, tested in week 8 of Term 4 2020							
	Stage 1							
	Target 1	Target 2	Target 3	Target 4				
Name	CVC	sh, ch, th, oo, ee, ck	CCVC CVCC	ar, or, er, ay	Stage 2	Stage 3	Stage 4	Stage 5
Term 1 Learning Focus: Stage 1 Targets 2 & 4								
Sarah	100%	14%	20%	0%	0%			
Evie	100%	57%	20%	0%	6%	0%		
Madison	100%	57%	80%	55%	43%	0%		
Bradie	100%	57%	80%	55%	6%	0%		
Macey	100%	42%	20%	0%	0%			
Term 1 Learning Focus: Stage 2								
Sam	100%	71%	100%	77%	31%	6%		
Peter	80%	100%	80%	88%	56%	43%		
Anthony	100%	57%	60%	77%	62%	25%		
Ally	80%	100%	80%	100%	63%	0%		
Isabel	100%	100%	100%	100%	67%	38%		
Ayah	100%	100%	100%	89%	69%	25%		
Lee	100%	100%	100%	100%	69%	12%		
Term 1 Learning Focus: Stage 3 with Stage 2 revision								
Tomas	100%	100%	100%	100%	81%	44%	19%	
Regan	100%	100%	100%	100%	88%	56%	38%	25%
Ahmead	100%	100%	100%	100%	67%	75%	32%	
Lucas	100%	100%	100%	100%	94%	38%	13%	

The most difficult targets within Stage 1 are those that contain digraphs (two letters that represent one sound). Filling in the gaps in Stage 1 Target 2 (e.g. ck, qu, wh) and Target 4 (e.g. ai, oi, all) is a recommended approach. Refer to the left for an example of students for whom this is appropriate.

Many of these students are also low-scoring at a Stage 1 Target 3 level (ie CCVC and CVCC).

- Keep in mind that by increasing the accuracy in Targets 2 and 4, this often has a positive impact on Target 3 (CCVC/CVCC).
- When presenting Target 4 digraph lists, it is common for a proportion of the words to reinforce CCVC and CVCC Target 3 double consonants.
- For example, the following Target 4 list contains initial double consonant words and some double final consonant words. It is common for many students to have improved end of term testing in Target 3 even though Target 2 and 4 digraphs were primarily focused upon. It can also be useful with this group of students to blend and segment 4 sounds.



Common Approach 2: Aim to fill in late Stage 1 digraphs before or while progressing into Stage 2

TERM 1									
Term 1 Focus: Testing & data entry within week 1									
Page 9 & 10 in the Screening & Tracking Manual									
Useful Links: Year 3, 4, 5 & 6 Reading Assessment Manual	Term 1 Phonic Errors Identified	Stage 1				Stage 2		Stage 3	Stage 4
		Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC	Target 4 ar, or, er, ay, all, oi				
		/5 -Enter %	/7 -Enter %	/5 -Enter %	/9 -Enter %	/16 -Enter %	/16 -Enter %	/16 -Enter %	
Term 1 Plan: Tally gaps in Target 1 & Target 2									
Daniel	qu wh ck ai oi	100	57	60	44	6			
Lucas	ck er ai oi	100	57	40	33	0			
Samuel	ch qu wh	100	71	60	55	13			
Kai	qu ay ai oi	100	42	80	33	6			
Minnie	qu wh ck ay ai oi	100	57	40	22	0			
Seana	qu ck ai oi	100	71	80	77	13			
Term 1 Plan: Tally gaps in Target 4 / Teach Stage 2 Key Concepts									
John	all ai	100	100	88	44	21	19	0	
Eva	or ar er	100	100	100	66	44	25	0	
Eve	ai oi all	100	88	88	77	30	19	6	
Nicolas	all ai	100	100	88	66	56	13	0	
Isla	oi ai	100	100	77	55	44	13	0	
Lachie	or ar er	100	88	100	44	56	19	6	
Joel	oi ai	100	100	100	66	38	25	0	
Henry	oi all	100	100	100	77	31	13	13	



A second common approach exists when students are scoring at a Stage 2 level, but with errors at a Stage 1 level

For these students, because they are strongly emerging into Stage 2, it is recommended to fill in Target 4 gaps in phonic knowledge (e.g. ai, oi and all) before progressing into Stage 2.

FAQ: Do Middle and Upper Primary Students Operating at a Junior Primary Level Require Decodable Reading Material?

Yes! When students are operating at a Stage 1 or 2 level for spelling and writing, it is necessary that their ability to decode and read phonic-based words is also checked. A proportion of these students will require decodable reading material.

- Present the Early Reading Screen within the Year 3, 4, 5 & 6 Screening and Tracking Manual. If students are not automatically and accurately reading the Stage 1, 2 and 3 words decodable reading material is required.
- Timed Repeated Reading (with corrective feedback) of the PLD Phonic Dictation passages is recommended: <https://pld-literacy.org/using-the-phonetic-dictation-passages-for-at-home-decodable-reading-material/>
- Daily oral reading from Decodable Reading Books for older students is also recommended. Consider the PLD Catch-Up Readers.

How To Use The Teaching Sequence Outlines?



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 (page 10-12) a teaching plan will need to be devised on the basis of the identified stage or operation and the errors evident within the stage. The following tables within the Teaching Sequence Manuals are recommended for this purpose.

Stage 1 Phonic Concepts												
Target 1	SSPts1	Mfwa/Md1	Target 2	SSPts1	Md1	Target 3	SSPts1	Md1	Target 4	SSPts1	Md1	Stage 1 words with applied suffixes
CVC with Group 1 Lists 2-3 page 11-12 Mfwa page 26-28			Phonic Digraphs & Tricky Graphemes sh List 18 page 19 ch List 19 page 20 th -voiced & unvoiced List 21 page 21 wh List 22 page 22 ck List 24 page 22 ee List 26 page 23 long 'oo' List 28 page 24 short 'oo' List 30 page 25 qu (kw) List 32 page 26 x (ks) List 31 page 26			Initial & Final Consonant Clusters CCVC List 33-36 page 27-27 CVCC List 37-40 page 29-30			Phonic Digraphs ay List 43 page 32 ai as /ay/ List 44 page 32 al(l) List 46 page 33 (i)ng List 47 page 34 or List 48 page 34 ar List 49 page 35 er List 51 page 36 oy List 54 page 37 oi as /oy/ List 54 page 37			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
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, l, the, is, his, as, has, of, was, for

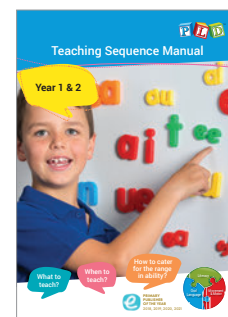
♥ **HFWS:** me, she, be, he, to, do, who, into, are, you

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

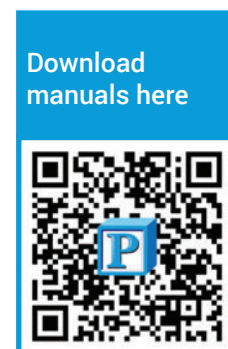
Website code: SSPts1

Website code: Md1 & Md2

Website code: Bpsw

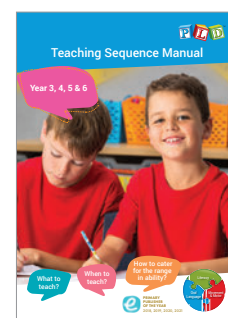


Stage 1 & 2 planners are in the Year 1-2 Teaching Sequence Manual.



Stage 2 Phonic Concepts				Stage 2 Consonant Blends				Stage 2 Double Consonants			
	SSPts1	Md2			SSPts1	Md2			SSPts1	Md2	
ue as /oo/	List 25 page 128	page 182	ir as /er/	List 20 page 125	page 128		Double Consonant Blends eg CCVCC & Triple Consonant Blends eg CCCVCC	List 13-15 page 122-123	page 60-68	ff	List 8 page 119
ew as /oo/	List 25 page 128	page 176	ur as /er/	List 21 page 126	page 134					ll	List 6 page 118
ue as /y+oo/	Bpsw page 81	page 185	ie as /igh/	Bpsw page 82	page 194					ss	List 7 page 119
ew as /y+oo/	Bpsw page 81	page 179	y as /igh/	List 35 page 133	page 197					zz	List 8 page 119
oa	List 9 page 120	page 113	i as /igh/	List 16 page 123	page 194	Stage 2 Long Split Vowels		Stage 2 Suffixes			
oe as in toe	Bpsw page 79	page 125	y as /ee/	List 37 page 134	page 188		a_e	List 28 page 129	page 82	-ly	page 222
ow as /oa/	List 10 page 120	page 119	ea as /ee/	List 11 page 121	page 152		e_e	List 29 page 130	page 91	-er	page 224
ow	List 18 page 124	page 167	Stage 2 Silent Letters				i_e	List 30 page 130	page 94	-s (plural)	page 226
ou as /ow/	List 17 page 124	page 161		SSPts1	Md2		o_e	List 31 page 131	page 100	-ing	page 228
aw as /or/	List 23 page 127	page 143	kn as /n/	List 39 page 135	page 200		u_e	List 32 page 131	page 109	-ed	page 230
ve as /v/	List 36 page 133	page 203								-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.

How To Use The Teaching Sequence Outlines?



Tier 1 students (typically reflecting fairly age appropriate levels) simply follow the outlines contained within this manual. The Teaching Sequence Outlines can be applied by the Year level (e.g. Year 3 Term 1, 2, 3 and 4) or Stage level (e.g. the first, second, third and fourth term of a stage 2 program).

Tier 2 and 3 students will require a program to be devised on the basis of the common errors. The tables below are designed to assist this process.

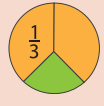
Stage 3 Phonic Concepts											
	SSPts3	Md3		SSPts3	Md3		SSPts3	Md3		SSPts3	Md3
ce as /s/	List 17 page 20	page 48	dd	List 41-44 page 32-33	page 57	-tch as /ch/	List 29 page 26	page 87	ui as /long oo/	List 33 page 28	page 114
se as /s/	List 19 page 21	page 51	gg		page 60	ph as /f/	List 46 page 34	page 197	ou as /long oo/		
air		page 139	nn		page 63	ti as /sh/	List 45 page 34	page 111	o as /oa/	Bpsw page 99	page 214
are as /air/	List 25 page 24	page 142	mm		page 66	ey as /ay/	List 55 page 39	page 206	Stage 3 Silent Letters		
ear as /air/		page 148	pp		page 69	a as /ay/	List 47 page 35				
a (any) as /e/	List 36 page 29	page 203	tt		page 72	eer as /ear/	List 31 page 27	page 157	-mb as /m/ (silent b)	List 34 page 28	page 108
ea as /e/	List 38 page 30	page 102	bb		page 75	ear		page 154	-bt as /t/ (silent b)		page 236
se as /z/	List 20 page 21	page 54	cc		page 78	e (be-) as /ee/	List 48 page 35	page 191	al as /or/ (silent l)	List 35 page 29	page 169
ze as /z/			ore as /or/	List 27 page 25	page 124	ey as /ee/	List 49 page 36	page 185	Stage 3 Prefix		
ss as /z/	Bpsw page 104	page 78	oor as /or/		page 130	y as /ee/	List 50 page 36	page 188			
ge as /j/	List 21 page 22	page 93	our as /or/	List 28 page 25	page 133	wh as /h/	List 36 page 29	page 238	be-	Bpsw page 105	page 232
dge as /j/	List 23 page 23	page 96	oar as /or/		page 124	-igh	List 24 page 23	page 81	Stage 3 Contractions		
dg as /j/		page 99	oul as /short oo/ (ould)	List 37 page 30	page 166	a as /or/	List 52 page 37	page 209			
-le (schwa+l)	List 39 page 31	page 173	or as /schwa/	List 51 page 37	page 200	ar as /or/	List 53 page 38	page 117		SSPts3	Md3
									n't, 'll, 's, 'm, 've, 're, 'd	List 65 page 44	page 234

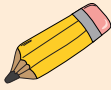
Stage 4 Phonic Concepts						Stage 4 Silent Letters					
	SSPts3	Md4		SSPts3	Md4		SSPts3	Md4		SSPts3	Md4
a as /ar/	List 13 page 92	page 39	al as /schwa+l/	List 40 page 105	page 159	ough as /long oo/	List 43 page 107	page 168	sc as /s/ (silent c)	List 47 page 109	page 181
a as /o/	List 14 page 92	page 42	el as /schwa+l/	List 41 page 106	page 165	ough as /oa/			al as /ar/ (silent l)	List 48 page 109	page 184
age as /ij/	List 23 page 97	page 78	il as /schwa+l/	List 42 page 106	page 162	ough as /u/			ol as /oa/ (silent l)		page 248
g as /j/	List 16 page 93	page 57	ure, ur, our as /oo+schwa/	List 44 page 107	page 171	ough as /o/			st as /s/ (silent t)	List 49 page 110	page 190
c as /s/	List 15 page 93	page 48	s/ss as /sh/	List 20 page 95	page 63	ei, eig, eigh as /ay/	List 38 page 104	page 150	ft as /f/ (silent t)		page 254
ch, cch as /k/	List 17 page 94	page 51	ci as /sh/	List 29 page 100	page 129	tu as /ch/	List 36 page 103	page 141	gu as /g/ (silent u)	List 50 page 110	page 187
o as /u/	List 18 page 94	page 60	ti as /sh/	List 30 page 100	page 120	Stage 4 Suffixes		SSPts3	Md4	ui as /i/ (silent u)	
double r	List 45 page 108	page 174	si/ssi as /sh/	List 31 page 101	page 111			List 32 page 101	page 126	wr as /r/ (silent w)	List 51 page 111
or as /er/	List 19 page 95	page 66	si as /zh/	List 28 page 99	page 108	tion				sw as /s/ (silent w)	
ear as /er/	List 25 page 98	page 87	su as /zh/	List 37 page 104	page 147	-ful	List 57 page 114	page 212	Stage 4 Prefixes		
ain as /schwa+n/	List 33 page 102	page 132	ge as /zh/	List 24 page 97	page 84	-ar (or as /schwa er/)	List 58 page 114	page 215			
ine as /een/	List 34 page 102	page 135	u-e & ue as /y+oo/	Bpsw page 121	page 244	-er/-eer/-ier	List 60 page 115	page 218	com-	List 52 page 111	page 197
y as /i/	List 22 page 96	page 75	nct	Bpsw page 122	page 246	-or (or as /schwa er/)	List 61 page 116	page 221	con-	List 53 page 112	page 200
o_e, ow as /o/	List 66 page 118	page 250	u as /short oo/	Bpsw page 121	page 69	-less	List 62 page 116	page 224	a- (a as /u/)	List 54 page 112	page 203
au as /o/	List 46 page 108	page 177	u as /long oo/	List 21 page 96		-ist	List 63 page 117	page 227	micro-	List 55 page 113	page 206
au as /ar/ (augh - gh as /f/)	List 26 page 98	page 90	u as /i/	Bpsw page 135	page 72	-ous (ou as /u/)	List 64 page 117	page 230	un-	List 56 page 113	page 209
au, augh, ough as /or/	List 26-27 page 98-99	page 102	ie as /ee/	List 39 page 105	page 153						
our as /schwa/	List 35 page 103	page 252	ei as /ee/		page 156						

Year 3 Teaching Sequence



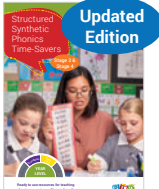
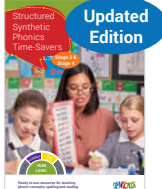
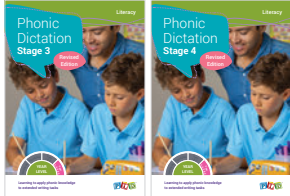
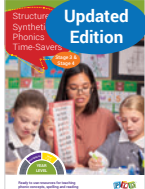
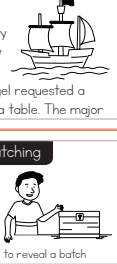
PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind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

Year 3 Term 1 (Stage 3) Age-Appropriate Program										
Catch-Up Stage 3D 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
-le (schwa+l) table 	ph (f) phone 	tion (sh) fraction 	or (schwa) doctor 	a (or) water 	ar (or) warm 	multisyllabic words qu quack 	ey (ay) grey 	ea (ay) break 	revise tch (ch) witch 	revision
♥ Words: giant, magic, colour, favourite			♥ field, movie			♥ eight, minute				

Year 3 Term 2 (Stage 4) Age-Appropriate Program Catch-Up Stage 4A 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
a (ar) bath 	a (o) swan 	c (s) pencil 	g (j) magic 	ch, cch (k) mechanic 	o (u) oven 	or (er) worm 	-al (schwa+l) hospital 	u (long oo) ruby 	revision
♥ Words: eye, music			♥ picture, police, lion			♥ trampoline, mountain, restaurant			

Year 3 Term 3 (Stage 4) Age-Appropriate Program Catch-Up Stage 4B 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
y (i) pyramid 	age (ij) voyage 	-nct ge (zh) beige 	ear (er) earth 	au (or) sauce au (ar) laugh 	augh (or) daughter ough (or) thought 	sion si (zh) television 	ci (sh) magician 	tion ti (sh) fraction 	revision

Year 3 Term 4 (Stage 4) Age-Appropriate Program Catch-Up Stage 4C 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
si (sh) mansion SS (sh) tissue SSI (sh)	ain (schwa+n) mountain 	ine (een) magazine 	our (schwa) flavour 	tu (ch) furniture su (zh) treasure 	ure, ur, our (oo+schwa) manure 	ei, (ee) ceiling ie, (ee) shield 	el (schwa+l) camel 	au (o) sausage 	revision

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWs	Bound Morphemes: Suffixes
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation		
	Structured Synthetic Phonics Time-Savers Stage 3 & 4	Structured Synthetic Phonics Time-Savers Stage 3 & 4	Phonic Dictation Stage 3 & 4	Teaching High Frequency Words	SSP Time-Savers Stage 3 & 4
	 Flashcards from: SSPts3	 Flashcards from: SSPts3	 Code: Md3 & Md4	 Code: HFW	 Code: SSPts3
1	'le' as /schwa+/	 List 41 page 32	 Md4 page 23	 pages 261-262	
2	'ph' as /f/	 List 46 page 34	 Md4 page 26	 pages 253-254	 Apply -ness to relevant weekly list words or revision lists
3	'tion' (ti as /sh/)	 List 45 page 34	 Md4 page 117	 pages 255-256	
4	'or' as /schwa/	 List 51 page 37	 Md3 page 200	 pages 269-270	 Apply -en to relevant weekly list words or revision lists
5	'a' as /or/	 List 52 page 37	 Md3 page 209	 pages 271-272	
6	'ar' as /or/	 List 53 page 38	 Md3 page 117	 pages 273-274	
7	Multisyllabic words with quack	 List 54 page 38	 Md3 page 194	 pages 277-278	 Apply -est to relevant weekly list words or revision lists
8	'ey', 'ea' & 'eigh', 'aigh' as /ai/	   List 55 page 39	 Md3 page 206	 pages 263-264	
9	'tch' as /ch/	 List 30 page 26	 Md4 page 11	 Md4 page 11	
10	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.				

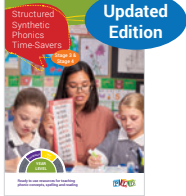
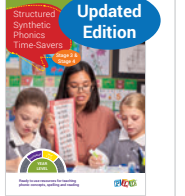
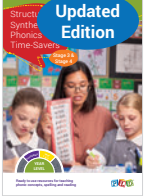
Term 2 commences the presentation of Stage 4 concepts. Within Stage 4, phonic concepts continue to become more complex. List words are typically multisyllabic and the suggested decoding and encoding 'speech-to-print' strategy that is syllable-based (e.g. fur/ni/ture, in/vi/ta/tion). Remember a proportion of the multisyllabic list words are ideal for vocabulary instruction. There is little benefit to the students if they can read and spell the words but are not aware of the meaning.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		HFWs	Bound Morphemes: Suffixes
	Structured Synthetic Phonics Time-Savers Stage 3 & 4	Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation	Teaching High Frequency Words	SSP Time-Savers Stage 3 & 4
	Structured Synthetic Phonics Time-Savers Stage 3 & 4 Updated Edition Flashcards from: SSPts3	Structured Synthetic Phonics Time-Savers Stage 3 & 4 Updated Edition Flashcards from: SSPts3	Phonic Dictation Stage 4 Code: Md4	Teaching High Frequency Words Code: HFW	SSP Time-Savers Stage 3 & 4 Updated Edition Code: SSPts3
1	'a' as /ar/	List 13 page 92	page 39 Fishing with Father Late in the afternoon father asked if I would like to go fishing. We packed a basket with a flask of warm soup and the last of the muffins for dinner. Father grasped the basket in one hand and his rod in the other. I gathered my rod and the net and we ventured down the path to the river. A freezing wind Word Count: 11, 22, 32, 48, 63	pages 275-276	Suffix -er Apply -er to relevant weekly list words or revision lists
2	'a' as /o/	List 14 page 92	page 45 Squabbling Swans A pair of black swans wandered along a path. Upon reaching the swamp, the pair approached a rather nasty white swan. This nasty animal asked unusual questions in a raspy voice. The Word Count: 8, 15, 21, 32	pages 265-266	
3	'c' as /s/	List 15 page 93	page 48 Bicycle Trip Around the City An English visitor decided upon a bicycle trip around the city. The trip started with a full circling of the royal palace before cycling past the dance concert hall and the nearby circus performance. Excited about the Word Count: 9, 19, 27, 37	pages 259-260	
4	'g' as /j/	List 16 page 93	page 57 Strange and Unusual Tales A youthful gentleman possessed a strange capability. The gentleman possessed the ability to exaggerate any tale and make it still seem believable. People appeared to trust and believe Word Count: 6, 11, 19, 28	pages 257-258	
5	'ch' & 'cch' as /k/	List 17 page 94	page 51 Complaints of Aches and Pains The young child was quite a character. At school, this young child frequently posed as being unwell. This character would frequently complain of aches and pains so he could visit Word Count: 8, 15, 21, 30	pages 285-286	
6	'o' as /u/	List 18 page 94	page 60 London in Only a Month On the first Monday of next month, my brother and I are travelling to London. As visitors to London, we are likely to spend much money on a dozen tourist activities before returning to the Word Count: 7, 14, 25, 35	pages 279-280	
7	'or' as /er/	List 19 page 95	page 66 The Workman The skilled workman had worked as a carpenter, a landscaper, a bricklayer and a plumber. From his work experiences, the workman had acquired a range of worthy skills. The workman knew how to construct even the most complex Word Count: 10, 20, 29, 38	pages 281-282	
8	's' & 'ss' as /sh/	List 20 page 95	page 63 A Shop Without Sugar for Sale Are you absolutely sure we have no supply of sugar remaining? Surely we have even a small quantity of sugar remaining. People rely on this store for their sugar requirements. In fact, the entire community relies on this sole Word Count: 10, 19, 28, 39	pages 267-268	
9	'u' as /long oo/	List 21 page 96	page 69 Superhuman Powers Superguy and the other superheroes are superbly strong beings. With immense force, they are able to tackle evil villains. Mustering huge inner strength, Superguy is able to push against a moving Word Count: 7, 16, 23, 31	pages 283-284	
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.				

Term 3 continues the presentation of Stage 4 concepts. Remember that a proportion of each list will contain opportunities to extend vocabulary. A focus on meaning is important to maximise opportunities for new words to be applied to extended self-generated writing. The integration of semantic tasks and dictation should continue to be key components of the weekly routine.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words	Bound Morphemes: Suffixes
	Structured Synthetic Phonics Time-Savers Stage 3 & 4 Flashcards from: SSPTs3	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 3 & 4 Flashcards from: SSPTs3	Repeated Reading & Phonic Dictation Phonic Dictation Stage 4 Code: Md4	Teaching High Frequency Words Code: HFW	SSP Time-Savers Stage 3 & 4 Code: SSPTs3
1	'y' as /i/ 	List 22 page 96 	page 75 Ancient Egypt's Mysteries Numerous mysteries surround Egypt. It is a mystery how, in ancient times, the mighty pyramids were created without our current knowledge of physics and mathematics. It is a mystery how the 	people (p. 109-110) school (p. 229-230) friend(s) (p. 231-232)	 Apply -er to relevant weekly list words or revision lists
2	'age' as /ij/ 	List 23 page 97 	page 78 The Cottage When I first gazed upon the little cottage at the end of the avenue, I was captivated. I was on an errand to deliver a package and a message in the little seaside village. Somehow I had managed to lose my way and found myself stumbling down a stone passage, lined by tall trees. 	woman women mother (p. 151-152)	
3	'ge' as /zh/ & 'nct' 	List 24 page 97 	page 84 Espionage The former President of the Secret Service faced a barrage of questions following the failed desert siege. Trained in the camouflage and secrecy of espionage the young recruits from the college had followed 	cousin (p. 241-242) children babies	 Apply -ing to relevant weekly list words or revision lists
4	'ear' as /er/ 	List 25 page 98 	page 87 Yearning to Be a Superstar A young, talented child yearned for superstar status. The child yearned for the wealth, status and attention that is associated with fame. He researched a range of famous people. He 	your you're	
5	'au' as /or/ & /ar/ 	List 26 page 98 	page 93 & 96 A Short Novel I am the author of a short novel. The novel concerned a haunted home filled with strange happenings. The book I authored was actually awarded a prize. It was at the presentation of 	were (p. 133-134) our many	 Apply -s to relevant weekly list words or revision lists
6	'augh' & 'ough' as /or/ 	List 27 page 99 	page 102 & 105 The Haunted House In late August, a well-known author completed a novel. The novel concerned a family who had bought a large home surrounded by a wrought-iron fence in the country. Prior to the purchase, the 	there (p. 87-88) their (p. 85-86) they're	
7	'si' as /zh/ in sion 	List 28 page 99 	page 108 & 114 Explosion An explosion at the factory caused significant confusion. The smoke impaired the vision of the men as they scrambled to safety. In the confusion one gentleman was severely injured. He suffered a deep incision and multiple abrasions to his head. He appeared to have a 	beautiful (p. 233-234) surprise	 Apply -tion to relevant weekly list words or revision lists
8	'ci' as /sh/ 	List 29 page 100 	page 108 & 129 Occupation Options I wonder which occupation I will pursue. Will I become a magician and entertain people? Or will I become an electrician and connect homes to power? Or should I become a musician, or maybe 	another (p. 149-150) different because (p. 181-182)	
9	'ti' as /sh/ in tion 	List 30 page 100 	page 117 Election Sensation Mr Davis caused quite a sensation with his latest election promises. His declaration that the protection of local wildlife and reduction of pollution would attract his utmost attention was only the start. His rejection of the need for further education funding was met with a 	happened beginning again	
10	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.				

The **Term 4** concepts presented become increasingly complex and, as such, opportunities to extend vocabulary are imperative. It is of little benefit when students can read and spell the words, but do not know their meaning. This has a significant impact on vocabulary, reading comprehension and transference to in their self-generated writing. PLD recommends a weekly task dedicated to word meaning.

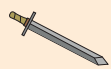
Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words	Bound Morphemes: Suffixes
	Structured Synthetic Phonics Time-Savers Stage 3 & 4  Flashcards from: SSPts3	Phonic Decoding & Encoding Tasks SSP Time-Savers Stage 3 & 4  Flashcards from: SSPts3	Repeated Reading & Phonic Dictation Phonic Dictation Stage 4  Code: Md4	Teaching High Frequency Words  Code: HFW	SSP Time-Savers Stage 3 & 4  Code: SSPts3
1	'si' & 'ssi' as /sh/ 	List 31 page 101 	page 126 The Vision of a Mansion A mansion positioned on top of a hill caught my attention. As I wandered in the direction of the mansion, I realised that the mansion was so grand that it would even have a reception area inside its  Word Count: 10, 18, 25, 38	started stopped wanted	Apply -ly to relevant weekly list words or revision lists
2	'ain' as /schwa+n/  ain mountain	List 33 page 102 	page 132 I Must Holiday in Great Britain I certainly would love to travel to Great Britain. Great Britain is such a remarkable nation. The landscape is lush, fertile and interesting, even though Great Britain has no significant mountain ranges. Historical ruins and fountains are located Word Count: 11, 21, 30, 38	looked jumped thought (p. 209-210) prefer	
3	'ine' as /een/  ine magazine	List 34 page 102 	page 135 A Marine Magazine I was on board a motorboat when I discovered a magazine in its hull. It was a marine magazine. There was much information on fishing, sailing and marine life contained within this magazine.  Word Count: 7, 14, 24, 33	always until something (p. 97-98) together	
4	'our' as /schwa/  our flavour	List 35 page 103 	page 252 Timothy's Tasty Treat Timothy harboured an ambitious endeavour. With vigour and rigour, he embarked on a mission to create a favourite dessert. A humorous concoction of chocolate and marshmallows. Despite the clamour of his neighbours' laughter, Timothy maintained steadfast in his endeavour.  Word Count: 5, 14, 21, 26, 33	should could would	Apply -y to relevant weekly list words or revision lists
5	'tu' as /ch/ & 'su' as /zh/  ture sure	List 37 page 104 	page 144 & 147 Capturing Loose Cattle Venturing outside to look in his shed, a farmer saw that a number of his cattle were out of the stockyard. The animals had settled in the pasture and were feeding contentedly. On inspection of the stockyard, it seemed that a fixture on a gate  Word Count: 7, 15, 21, 32, 45	through (p. 249-250) threw where (p. 89-90) we're	
6	'ei', 'eig' & 'eigh' as /ay/  eigh (ei, eig)	List 38 page 104 	page 150 Freighting Packages Overseas My neighbour needed to freight a number of packages to his relatives. There were several packages to freight. It was necessary to weigh each of the packages.  Word Count: 6, 12, 17, 27	ask(ed) (p. 115-116) know knew	
7	'ie' and 'ei' as /ee/  ie ei	List 39 page 105 	page 153 & 156 The Chief Jewellery Thief Several thieves gathered in a field. The thieves gathered for a brief meeting. The chief thief held up a piece of jewellery. This jewellery was the chief thief's recent  Word Count: 7, 14, 22, 29	believe frightened around	 Apply -ed to relevant weekly list words or revision lists
8	'el' & 'il' as /schwa+l/  il pencil	List 41 page 106 	page 162 & 165 Voice of an Angel The minstrel wrapped his flannel coat about his shoulders. He hated to grovel but after his quarrel with the colonel, he had not been asked to perform again at the chapel. Although the colonel could be a scoundrel, he had made a valid point and the minstrel was compelled  Word Count: 8, 17, 27, 37, 49	animal (p. 175-176) money clothes	
9	'au' as /o/  au sausage	List 46 page 108 	page 177 Caustic Cleaner In the Australian town of Launceston an antique auction takes place every year. The auction is unique as it attracts the most interesting antiques. There was a sausage maker from Austria, a laurel wreath from ancient Rome and a hydraulic cauliflower harvester.  Word Count: 8, 17, 24, 33, 42	received bought (p. 205-206) caught (p. 199-200)	
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 4 Teaching Sequence



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

Year 4 Term 1 (Stage 4) Age-Appropriate Program Catch-Up Stage 4D 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
ou (u) young ou (o) cough ough (oa) doughnut ough (oo) through	Double r embarrassed 	silent c SC (s) scissors 	silent t st listen  ft often	silent u gu (g) guitar  ui (i) biscuit 	silent w wr (r) wrapper  SW (s) sword 	com- compose  Prefix meaning similar; with, together or completely.	con- confide  Prefix meaning with or thoroughly.	un- unsuitable  Prefix meaning not; without; opposite or reverse.	-ful doubtful  Suffix meaning full of.

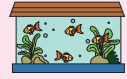
Year 4 Term 2 (Stage 4) Age-Appropriate Program Catch-Up Stage 4E SSP Kit Catch-Up Program

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
a- afloat  Prefix meaning on, in, into, toward.	micro- microwave  Prefix meaning extremely small.	-ar circular  Suffix meaning relating to or concerned with.	-er plumber  Suffix meaning concerned with.	-er -eer -ier Suffix meaning one concerned with.	-or editor  Suffix meaning a person who.	-less penniless  Suffix meaning without.	-ist artist  Suffix meaning one who.	-ous ravenous  Suffix meaning full of or possessing.	revision

Year 4 Term 3 (Stage 5) Age-Appropriate Program Catch-Up Stage 5A 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
ci (sh) cial facial  Suffix meaning relates to.	tion celebration  Meaning state, condition & action. tial Suffix meaning relating to.	our (schwa) flavour  re (schwa) millimetre 	u (w) penguin 	tu (ch) furniture  t (ch) punctual 	g (j) magic  gi (j) region 	d (j) graduate  gi (j) region 	eu (y+oo) eucalyptus 	u (y+oo) calculator 	revision

Year 4 Term 4 (Stage 5) Age-Appropriate Program Catch-Up Stage 5B 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
e (ee) apostrophe 	i (ee) alien 	ae, oe (ee) palaeontology 	ere, er (ear) hysteria 	o (oa) disposal 	ar (air) aquarium  Root meaning air or atmosphere.	aer, ar (air) aerosol  Root meaning air or atmosphere.	mid- Prefix meaning middle. fore- Prefix meaning before, front or superior.	ac- accelerate  Prefix meaning toward; in addition to and near.	revision

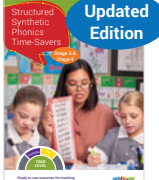
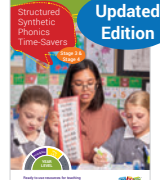
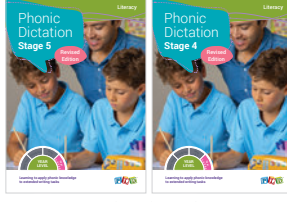
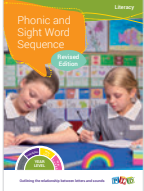
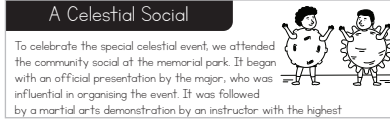
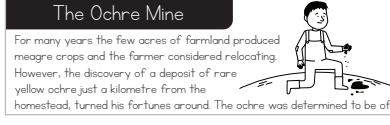
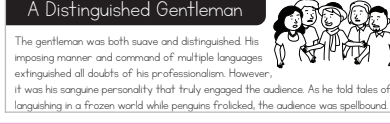
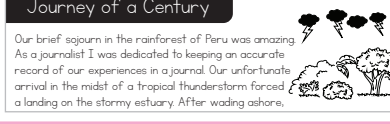
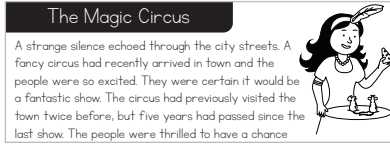
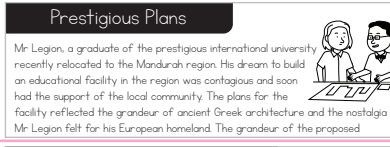
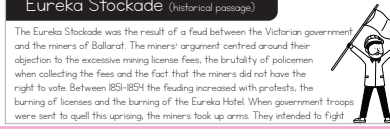
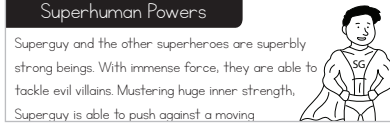
The **Term 1** teaching sequence has been designed to cover the remaining Stage 4 phonic concepts and a proportion of the Stage 4 prefix and suffix concepts. Hence the students will be learning to decode (and read), encode (and spell) and to transfer these multisyllabic phonic concepts into their writing in addition to learning the meaning of these units. In the majority of this term's work, the prefixes and suffixes are added to a base word and the affixes impact the meaning. The meaning unit is important to teach in addition to the phonic unit.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 3 & 4 Flashcards from: SSPTs3	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 3 & 4 Flashcards from: SSPTs3	Repeated Reading & Phonic Dictation Phonic Dictation Stage 4 Code: Md4	Teaching High Frequency Words Code: HFW
1	'ou' as /u/ OU young	List 43 page 107	page 168 Toughest Drought It had been the toughest season on the farm. A drought had left the fields barren with nothing to plough and the troughs empty of water for the stock. The roads became rough tracks as the winds swept them bare. Heavy dust settled in the air permanently.	both sure every
2	Double r rr embarrassment	List 45 page 108	page 174 The Marriage Feast Deep in his burrow Mr. Rabbit was very busy. He had many errands to complete before he could marry his sweetheart. For years they had corresponded by letter and now	it's/its two (p. 81-82)/ to (p. 45-46)/too off/of (p. 27-28)
3	sc' as /s/ (silent c) SC scissors	List 47 page 109	page 181 & 190 Matthew's Attraction to Science Science had always been an area of great fascination for Matthew. In secondary school, Matthew excelled in physics and chemistry. It surprised no-one when Matthew studied science	heard/herd (p. 185-186) hear/here (p. 135-136) four/for/forty (p. 131-132)
4	'st' or 'ft' as (silent t) st listen	List 49 page 110	page 190 & 245 Guards on Alert The guards surrounding the castle stood alert throughout their evening watch. Their view was limited, with the exception of small areas lit by moonlight. The primary role of the	getting allowed/aloud
5	'gu' as /g/ & 'ui' as /i/ (silent u) ui biscuit	List 50 page 110	page 187 A Builder in Disguise A middle-aged male who had previously been found guilty of theft was dressed in a disguise. The thieving male disguised himself as a builder. Dressed in a builder's boots, overalls and	tried dropped interesting February
6	'wr' as /r/ & 'sw' as /s/ (silent w) WR wrapper	List 51 page 111	page 193 Exam Pressure During an exam, a student read an essay question and wrinkled his brow. The student reread the exam question and wrinkled his brow further. The student's stomach began to wrench and tighten. The very stressed student began to wriggle uncomfortably in his chair. As he began to wrestle with the question, he lost confidence with his ability to attempt an answer. The	learn (p. 187-188) learned learnt practice (noun) practise (verb)
7	Prefix com- Meaning similar, with, together or completely.	List 52 page 111	page 197 Community Competition The multinational computer company desired to contribute to the local community. They decided to host a competition. Contestants were asked to compose poetry about what made the community special. A vast number of entries complicated the judging process and made it arduous for judges to compare poems and	choose chose choice quiet/ quite
8	Prefix con- Meaning with or thoroughly.	List 53 page 112	page 200 Concrete Hazard Grave concerns were expressed regarding the safety of the concrete park after a young boy suffered a severe concussion. An independent group were contracted to convene a full investigation into the expressed safety	teach/taught our/are (p. 53-54)
9	Prefix un- Meaning not, without, opposite or reverse.	List 56 page 113	page 209 Unusual House or Unpopular Apartments? Unfortunately, the unusual design of the house rendered it unsuitable in the eyes of the neighbours. Although the owner was an unselfish and gentle man, his unusual tastes made him unpopular. So the neighbours declared his house unpleasant and unsuitable.	bought (p. 205-206) brought (p. 207-208) accept/except
10 Screen	Suffix -ful Meaning full of.	List 57 page 114	page 212 A Joyful Heart After thoughtful consideration, I have determined that whether one is joyful or resentful is a matter of perspective. When we focus on the dreadful things that happen, the awful misfortune or the arduous of chores to be completed,	affect/effect break/brake

Term 2 focuses upon finalises the remaining Stage 4 prefixes and suffixes, hence the focus on 'word study'. The phonic (and morpheme meaning-based) list words continue to be multisyllabic and the suggested decoding and encoding 'speech-to-print' strategy is syllable-based. Remember, the majority of the multisyllabic list words are ideal for vocabulary instruction. There is little benefit to the students if they can read and spell the words but not be aware of the meaning.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 3 & 4 Flashcards from: SSPTs3	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 3 & 4 Flashcards from: SSPTs3	Repeated Reading & Phonic Dictation Phonic Dictation Stage 4 Code: Md4	Teaching High Frequency Words High-Frequency Words Within SSP Code: HFW
1	 Meaning on, in, into, toward.	List 54 page 112	page 203 Word Count: 10, 20, 30, 42	does (p. 129-130) whose dose who's doze
2	 Meaning extremely small.	List 55 page 113	page 206 Word Count: 8, 15, 23	advice (noun) advise (verb)
3	 Meaning relating to or concerned with.	List 58 page 114	page 215 Word Count: 9, 18, 30	through (p. 249-250) where (p. 89-90) threw we're
4	 Meaning concerned with.	List 59 page 115	page 218 Word Count: 10, 19, 27, 36	between course among coarse
5	 Meaning one concerned with.	List 60 page 115	page 218 Word Count: 10, 19, 27, 36	sites source sights sauce
6	 Meaning a person who.	List 61 page 116	page 221 Word Count: 7, 15, 27, 44, 56	principal principle license (verb) licence (noun)
7	 Meaning without.	List 62 page 116	page 224 Word Count: 9, 17, 26, 40, 54	proceed precede all together altogether
8	 Meaning one who.	List 63 page 117	page 227 Word Count: 10, 20, 28, 41, 55	hung hanged lightning lightening
9	 Meaning full of or possessing.	List 64 page 117	page 230 Word Count: 7, 15, 21, 30	dependant (noun) dependent (adj) immigrant emigrant
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.			

In **Term 3**, students ready for Stage 5 are already strong spellers. To continue to enhance this ability, the following sequence introduces Stage 5 phonics concepts. However, it is important to note that the focus is more broadly on word study and the meanings of these phonic units. Many of the Stage 5 concepts are prefix or suffix units, which are attached to base words. The opportunity for vocabulary development here is immense. For the majority of students at this level, they can read and spell well, but their intimate understanding of the words is limited. The meaning unit is as important to teach as the phonic unit.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 3 & 4  Flashcards from: SSPts3	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 3 & 4  Flashcards from: SSPts3	Repeated Reading & Phonic Dictation Phonic Dictation Stage 5 & 4  Code: Md5 & Md4	Phonic and Sight Word Sequence  Code: Bpsw
1	'ci' as /sh/ or 'cial' meaning relates to.	List 2 page 14	Md5 page 234 	benefit necessary
2	'tion' meaning state, condition & action. 'tial' meaning relating to.	List 3 page 15	Md5 page 48 	height raise
3	'our' as /schwa/ 're' as /schwa/  our flavour	List 4 page 15	Md5 page 51 	receipt receive
4	'u' as /w/  u penguin	List 13 page 20	Md5 page 54 	eighth ninth
5	't' as /ch/  t punctual	List 14 page 20	Md5 page 60 	therefore introduce
6	'g' as /j/ 'gi' as /j/  g gentleman	List 9 page 18	Md5 page 20 	immediately extraordinary innocent
7	'gi' & 'd' as /j/  g graduate	List 15 page 21	Md5 page 57 	library cemetery
8	'eu' as /y+oo/  eu eucalyptus	List 16 page 21	Md5 page 63 	noticeable temporary
9	'u' as /y+oo/  u calculator	List 17 page 22	Md4 page 69 	optimistic courteous
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.			

Term 4 continues to present Stage 5 concepts, with a significant number of each list providing opportunities to extend vocabulary. A focus on meaning is important to maximise opportunities for new words to be applied to the student's oral vocabulary and extended self-generated writing. It is not ideal when students can read and spell the words, but do not know their meaning and then are unable to apply these complex words. The addition of a second semantic task, as well as a weekly dictation, should continue to be essential to the weekly routine.

Week	Target Phonic Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPTS5	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPTS5	Repeated Reading & Phonic Dictation Phonic Dictation Stage 5 Code: Md5	Phonic and Sight Word Sequence Code: Bpsw
1	'e' as /ee/ barbecue	List 18 page 22	page 206 Family Barbeque It was by mutual agreement that the annual family barbeque was scheduled to alternate between Violet and Nigel's homes. This year, Violet was scheduled to host. To ensure the barbeque did not dissolve into a catastrophe, Violet needed to prepare recipes that catered for Aunt Gillian's diabetes and cousin Xander's	magnificent awkward
2	'i' as /ee/ alien	List 19 page 23	page 66 Torpedo Mountain I have always enjoyed snow skiing above all other sports. Previous skiing holidays have been tremendously enjoyable, especially those in which I discovered secret paths of fresh powder.	repeat repetition
3	'ae' & 'oe' as /ee/ encyclopaedia	List 20 page 23	page 69 Fascinating Encyclopaedia An encyclopaedia is a fascinating read. In this book you can learn about the aetiology of rare and exotic diseases with terrible symptoms like diarrhoea or ischaemia. There are tales of Caesars who ruled with cruelty and the phoenix rising from the ashes. You can discover the	government prejudice parliament
4	'ere' & 'er' as /ear/ hysteria	List 21 page 24	page 72 Wisteria Cafeteria It was a serious allegation. Inferior quality fruit or unhealthy cereal were one issue, but dangerous bacteria in the salad bar could close the cafeteria. Always so careful to adhere to clean and careful food preparation practices, Jonathan	omitted absence
5	'o' as /oa/ disposal	List 23 page 25	page 81 The Bogus Hippo Nobody could argue the aroma coming from the new bistro was amazing. It drew you in, but the name was not so quotable. 'The Bogus Hippo' had introduced a noble program of providing food for the homeless. Another reason to question if it really was a place worth visiting or would it just be full of desperadoes? Perhaps the first thing to notice about the bistro is the avocado green walls, which contrast to the purple hippo mural that covers one wall. There is no stereo nor radio, instead the warmth of live music fills the room.	restaurant (p. 283-284) laboratory
6	'ar' as /air/ aquarium	List 24 page 25	page 218 Barbarians The Barbarians were a people that existed before 200 BC. The common belief surrounding the Barbarians is an example of a generalisation that can be harmful to a group of people. The term Barbarian is derived from an ancient Greek word and means	perform tragedy
7	Root 'aer' & 'ar' as /air/ meaning air or atmosphere. aer aerosol	List 25 page 26	page 78 The Lonely Millionaire As he sat at the antique secretaire, playing solitaire once again, the millionaire wondered how with all his money he could still be so unhappy. He had not always been lonely, nor wealthy, just a literary professor working as a librarian. He recalled it had all begun in January, the year Rosemary had come to work at the library. The stack of volumes on aerodynamic principles and history of the	forfeit seize ceiling
8	mid- Meaning middle. fore- Meaning before, front or superior.	List 26 page 26	page 216 Midsummer Magic Amid the Salisbury Plain in England, the ancient wonder of Stonehenge emerges as a symbol of midsummer's magic. During midmorning, the sun's gentle rays pierce through the stone arches, casting enigmatic shadows across the midsection of this mystical monument. As midafternoon approaches, the aura of Stonehenge deepens, hinting at its purpose forethought by long-forgotten civilisations. The stone's alignment and positioning within the foreground of the landscape foreshadowed a deep understanding of celestial phenomena. At the midpoint of the day, Stonehenge's timeless	sacrifice leisure schedule business
9	ac- Meaning toward, in addition to and near.	List 27 page 27	page 85 Accident or Not? According to the police investigation, the accident was not caused by foul weather. A witness account revealed the driver had an accomplice and they had attempted to access the ATM with a stolen card. It appeared this account was accurate as several other witnesses confirmed it. When the card failed to work, the driver and his accomplice were seen accelerating down to the intersection and through the red traffic light. According to the witness account, the vehicle passed through the intersection and collided with a signpost. The	surgeon secretary professor
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 5 Teaching Sequence



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

Year 5 Term 1 (Stage 5) Age-Appropriate Program

Catch-Up Stage 5C 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
ad- adjacent  Prefix meaning toward, to or near.	bi- bicycle Prefix meaning two or twice. cir- circular Prefix meaning around.	ex- exclamation  Prefix meaning from or out of.	in- indentation  Prefix meaning in, into, towards or with.	im- imported  Prefix meaning in, into, towards or with.	mis- mispronounce  Prefix meaning badly, incorrectly or fault.	extra- extravagant Prefix meaning beyond. trans- transcription Prefix meaning across, beyond.	-able miserable  Suffix meaning capable of.	-ible convertible  Suffix meaning capable of.	revision

Year 5 Term 2 (Stage 5) Age-Appropriate Program

Catch-Up Stage 5D 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
pro- propellar  Prefix meaning before, forwards, in favour of.	re- regenerate  Prefix meaning back or again.	de- decrease  Prefix meaning reverse, down.	-er plumber  Suffix meaning a person or thing which does.	-al musical  Suffix meaning nature of, relating to.	-ess duchess  Suffix meaning feminine form.	-cial, -tial facial, martial  Suffix meaning relating to.	-tious, -cious nutritious, spacious  Suffix meaning having the quality of or full of.	-ate illuminate  Suffix verb list.	revision

Year 5 Term 3 (Stage 5) Age-Appropriate Program

Catch-Up Stage 5E 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
-ant fragrant  Suffix meaning a quality of a person.	-ent turbulent  Suffix meaning a quality of a person.	-ment reimbursement  Suffix meaning state of, action or result.	-ship apprenticeship  Suffix meaning state, conduction of, skill of.	-ian magician  Suffix meaning one who.	-ary sanctuary  Suffix meaning relating to.	-ory inflammatory  Suffix meaning relating to.	-ar perpendicular  Suffix meaning a person who or relating to.	-ology pharmacology  Suffix meaning study of.	revision

Year 5 Term 4 (Stage 6) Age-Appropriate Program

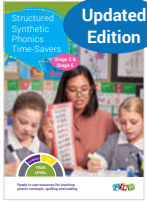
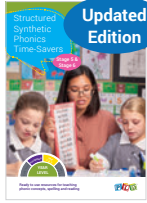
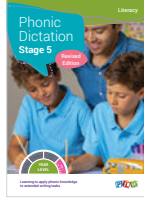
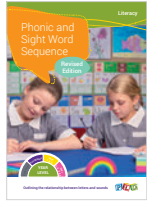
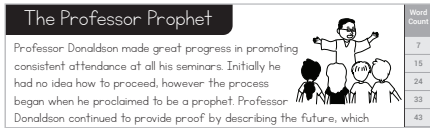
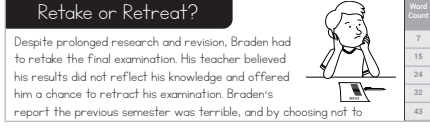
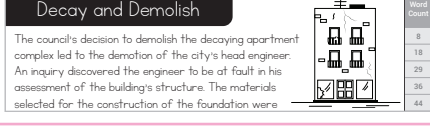
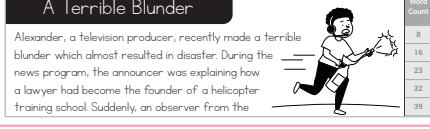
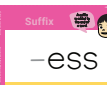
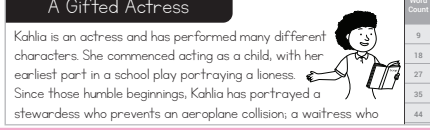
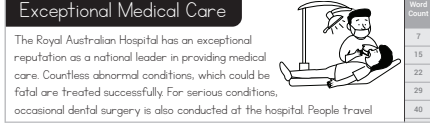
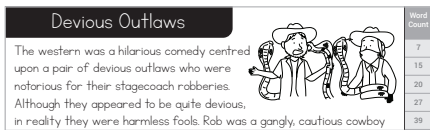
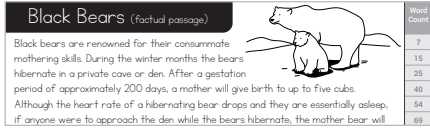
Catch-Up Stage 6A SSP Kit Catch-Up Program

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ch (sh) parachute  t (ch) punctual 	xi (ksh) anxious  ci (sh) magician 	uo (oo) fluoride  eu (y+oo) eucalyptus 	-al hysterical  -cal Suffix meaning relating to, characterised by.	ch (sh) parachute  c (sh) appreciate 	et (ai) bouquet 	gn (n) sovereign  gm (m) phlegm 	gh (g) rh (r) silent h rhythmical 	ps (s) pt (t) pb (b) pn (n) mn (m) silent t	revision

Students in Year 5 that are operating at a Stage 5 level, are already strong spellers. The goal for Term 1 is to continue to enhance this ability by following the teaching sequence as outlined below. PLD recommends teachers focus more broadly on word study and the meanings of these prefix and suffix units, alongside the phonic concepts. The opportunity for vocabulary development here is immense. For the majority of students at this level, they can read and spell well, but their intimate understanding of the words is limited.

Week	Word Study Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPts5	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPts5	Repeated Reading & Phonic Dictation Phonic Dictation Stage 5 Code: Md5	Phonic and Sight Word Sequence Code: Bpsw
1	ad- Meaning toward to or near.	List 28 page 27	page 94 Chocolate Addiction Michael adored chocolate, however he overindulged. As a consequence, he became extremely ill and was forced to admit he was an addict. His doctor advised him to adhere to a strict diet of fruit and vegetables. After one week, he was advised to adjust the diet to include	occurrence existence
2	bi- Meaning two or twice. cir- Meaning around.	List 29 page 28	page 91 A Circus Circular Hannah was contract to design and circulate an advertisement for the upcoming circus. she selected a circular shape for the advertisement to look	boundary permanent
3	ex- Meaning from, out of.	List 30 page 28	page 97 Exiles! The refugees were expelled from their homes to become exiles in a strange land. Except for their clothes, they had nothing, including no money to exchange for food. They wandered, exhausted, through the desert, excluded from the villages, an experience which	eminent exceed
4	im- in- Meaning in, into, towards, with.	List 31 page 29	page 103 Invading Army The buzzing sound seemed to increase until it was a deafening drone intruding on the peace of the night. It was enough to incite fear in the bravest of creatures, as it signalled the invasion of the tiny but mighty army, which would soon	vengeance burglar
5	im- in- Meaning in, into, towards, with.	List 32 page 29	page 106 Immerse the Burn (Factual passage) In the case of a severe burn, I must impress upon you the importance of immediate immersion in cold running water. A burn typically causes immense pain, however the cooling properties of the water will offer some relief. The impact of the burn on the skin	statistics mathematics
6	mis- Meaning badly, incorrectly, fault.	List 33 page 30	page 115 Misguided Mischief Sebastian was constantly involved in mischief. Although sometimes amusing, his misdeeds regularly landed him in trouble. His mother scolded Sebastian and pleaded with him to cease his misbehaving ways, but Sebastian's mischief continued. His father argued his misconduct left no choice	reign controversy
7	extra- Meaning beyond. trans- Meaning across, beyond.	List 34 page 30	page 118 or 127 Amazing Transport The transcontinental railway is an amazing feat of engineering. It began as a fledgling idea which Lewis translated into an achievable plan. Construction had been a lengthy process, utilising mainly transient workers who came from many nations. As these workers spoke so many different	original enough
8	-able Meaning capable of.	List 38 page 32	page 134 Fashionable but Miserable! A fashionable person possesses a wardrobe that is always changeable. Ensuring garments are suitable and fashionable requires a considerable financial investment. Avoidable fabrics include those which are delicate and not washable. Being knowledgeable	quantity often
9	-ible Meaning capable of.	List 39 page 33	page 137 Incredible and Responsible Students A responsible student has legible writing and uses intelligent words. A responsible student does not have a visible negative and audible rude language. An incredible student is calm even when numbers are not divisible and a calculator not accessible.	yacht guess
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.			

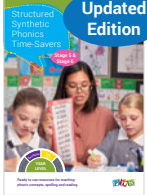
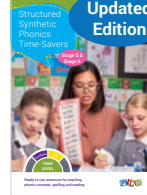
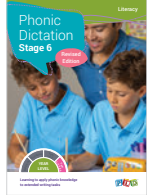
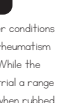
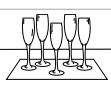
By **Term 2**, the students in Year 5 that are aligned to the sequence, have demonstrated a strong understanding of spelling concepts and are transferring these at a single-word and dictation level, at minimum. To continue to build these skills, PLD recommends following the sequence as outlined below. Importantly, the persistent focus on word study and the meanings of these phonic units is a priority. The opportunity for vocabulary development here is immense. The meaning unit is as important to teach as the phonic unit.

Week	Word Study Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSPts5	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSPts5	Repeated Reading & Phonic Dictation Phonic Dictation Stage 5  Code: Md5	Phonic and Sight Word Sequence  Code: Bpsw
1	 Meaning before, forwards, in favour of.	List 37 page 32	page 130 	temperament possessive
2	 Meaning back again.	List 35 page 31	page 121 	bulletin origin
3	 Meaning reverse, down.	List 36 page 31	page 124 	familiar pleasant
4	Suffix "-er" Meaning a person or thing which does. 	List 51 page 39	page 167 	despise discipline
5	 Meaning nature of, relating to.	List 42 page 34	page 146 	interfere counterfeit
6	 Meaning feminine form.	List 43 page 35	page 158 	committee governor
7	 Meaning relating to.	List 44 page 35	page 143 	indictment rescind
8	 Meaning having the quality of, full of.	List 45 or 46 page 36	page 161 or 164 	siege weird
9	 (verb list).	List 47 page 37	page 170 	guarantee typical
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.			

In **Term 3**, the Stage 5 concepts have a significant focus on suffixes. It is important to remember that each list will contain opportunities to extend vocabulary and this focus on meaning is essential to maximise opportunities for new words to be applied to the student's oral vocabulary and extended self-generated writing. The continuation of two semantic tasks, as well as a weekly dictation, should continue to be key components of the weekly routine.

Week	Word Study Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPts5	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPts5	Repeated Reading & Phonic Dictation Phonic Dictation Stage 5 Code: Md5	Phonic and Sight Word Sequence Code: Bpsw
1	 Meaning a quality of a person.	List 49 page 38	page 149 The Extravagant Vagrant The elegant woman wore an extravagant suit from a distant land. She was interviewing an applicant for the important position of her assistant. The position had become vacant when her previous assistant had left suddenly to be a participant in a	muscle ache hour (p. 213-214)
2	 Meaning a quality of a person.	List 50 page 38	page 152 The Magnificent Hotel Mr Rochester was an intelligent man. He could interpret people as if they were transparent. By simply gazing in someone's eyes he could discover if they were innocent or guilty. By observing them complete a task he could determine if they were dependent	legitimate commercial
3	 Meaning state of, action or result.	List 52 page 39	page 173 A Punishment Experiment (historical passage) The establishment of a colony at Sydney Cove was for the placement of convicts whose punishment included hard labour. Some of the convicts displayed significant improvement and were given an allotment of land for the development of a farm. Although the majority of the	perseverance confidence
4	 Meaning state, conduction of, skill of.	List 53 page 40	page 176 A Horse Called Lordship Joseph had endured many hardships as a result of his short stature. He was constantly selected last in sport, but he demonstrated true sportsmanship. At school he encountered Benjamin, who had the neatest penmanship but no friends. Joseph and	analysis literature
5	 Meaning one who.	List 54 page 40	page 179 I Want to Be a Centenarian A physician is employed in a hospital, diagnosing and healing people. A crossing attendant assists pedestrians to safety across a bustling intersection. A technician repairs computer equipment. A librarian is the guardian of the fiction and nonfiction collection in the library. The musician composes	aggravate desperate
6	 Meaning relating to.	List 56 page 41	page 185 No Ordinary Missionary The documentary was based on the diary of a missionary in the jungles of Africa. It began by detailing the preliminary preparations undertaken by the missionary before commencing his voluntary service to the African people. He established a home close to the boundary of two opposing tribes. His belief that it was unnecessary to arm himself and his	specimen absorption
7	 Meaning relating to.	List 57 page 42	page 188 Laboratory Victory Attendance of the laboratory class was compulsory to all science majors and allowed time for each student to complete individual projects. Simon studied the predatory habits of the brown territory eagle. Caleb investigated how many items in a	ascent succeed
8	Suffix '-ar' Meaning a person who or relating to. 	List 58 page 42	page 194 An Interesting Seminar The seminar was hosted by the registrar and held in the circular building in the centre of campus. The building was spectacular and lay perpendicular to the main entrance road. The seminar was well attended, as it had been advertised in the school calendar for months. The	sympathise analyse
9	 Meaning study of.	List 61 page 44	page 200 What Is Vulcanology? Geology is the study of the earth. Cardiology is the study of the human heart. Zoology is the study of animals. Biology is the study of living things. Audiology is the study of sound and hearing. Astrology is the study of the stars. Psychology is the study of human behaviour. Sociology	cafeteria appetite
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.			

To finalise the year, students commence Stage 6 concepts. As was the case in Stage 5, it is important that the focus is more broadly on word study and the meanings of these phonic units. The opportunity for vocabulary development here is expansive. For the majority of students at this level, they can read and spell well, but their intimate understanding of the words is not as well developed.

Week	Word Study Concepts	Adult Assisted Decoding & Encoding Tasks		Commonly Misspelled Words
	Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSPTS5	Phonic Decoding & Encoding Tasks Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSPTS5	Repeated Reading & Phonic Dictation Phonic Dictation Stage 6  Code: Md6	Phonic and Sight Word Sequence  Code: Bpsw
1	't' as /ch/ & 'ch' as /sh/  saturate	List 1 page 86	page 17 Abdicate (historical passage) A constitutional crisis arose across the British Empire in 1936. King Edward VIII expressed his tenacious desire to marry the notorious socialite and divorcee Wallis Simpson. Wallis had divorced her first husband and was in the process of divorcing her second. The royal establishment opposed the 	warrant hoarse separate
2	'ci' as /sh/ & 'xi' as /ksh/  artificial	List 2 page 86	page 51 Ballet Anxious to arrive prior to the other individuals auditioning, Stephanie hurried through the populous metropolitan streets. The chalet which held the auditions was situated at the end of her district. Stephanie was keen to escape 	expense column
3	'eu' as /y+oo/ & 'uo' as /oo/  eucalyptus	List 4 page 87	page 144 Trial of Melaleuca Eucalyptus Oil (factual passage) Rheumatism is a condition that refers to arthritis and several other conditions that affect the joints, tendons, muscles and bones. Some people's rheumatism causes such pain that their family can perceive them as neurotic. While the cure is unknown it is common for individuals with this condition to trial a range of remedies. Eucalyptus oil made from melaleuca eucalypt trees, when rubbed 	indispensable convertible
4	Suffix '-al' & '-cal' meaning relating to, characterised by.  hysterical	List 12 page 91	page 125 Theatricals In a typical year, the local community theatrical group performs a vast range of plays. The annual calendar usually commences with a classical Shakespeare 	stationery stationary
5	'ch' & 'c' as /sh/  parachute	List 14 page 92	page 48 The Dinner Party The table was prepared with exonerating attention to detail and was dressed with embroidered chiffon cloths. Vases of vibrant fuchsia graced the tables. At each extremity of the table a silver tray was arranged with exotic fruits surrounding an intricately carved watermelon of an oceanic scene. A tower of 	acquitted accommodate acquaintance
6	'et' as /ai/ & 'qu' as /k/  bouquet	List 15 page 93	page 54 The Banquet The annual garden banquet was hosted in the picturesque grounds of the abbey. The majestic rolling green lawns were an appropriate location for the annual croquet competition. It was a fierce but sophisticated competition. Participants had been 	expedition reservoir
7	'gn' as /n/ & 'gm' as /m/  sovereign	List 17 page 94	page 57 Missing Consignment During the reign of a foreign sovereign, a gnome was assigned the task of designing a garden for the monarch. The design was part of the sovereign's campaign to foster the approval of the people. In choosing the gnome for the task, he wished to align 	chauffeur pageant manoeuvre
8	'rh' as /r/, 'gh' as /g/ & silent h  rhythmical	List 18 page 94	page 63 Scholar of the Natural World To be honest, winning a scholarship to study in Africa was not exactly the reward I had imagined. The honour of photographing the rhinoceros for the natural history exhibition sounded glamorous, but the reality was ghastly. Upon arriving in Africa, after hours in transit, I was exhausted. The vehicle sent to the airport appeared to have come straight from the local ghetto and I wondered if it was reliable. The ancient schooner, which was to take me into the 	aghast mortgage
9	'ps' as /s/, 'pt' as /t/, 'pb' as /b/, 'pn' as /n/, 'mn' as /m/ & silent t	List 19 page 95	page 60 Condemned The rusty leaves of autumn were falling as the solemn procession passed down the avenue. The white columns of the town hall were visible in the distance. The sun sparkled off the columns like hundreds of stars. As the boy and his hound passed the cathedral, a beautiful hymn could be heard filling the air with a reverent joy. Despite all this beauty, the 	rheumatism pneumonia
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 6 Teaching Sequence



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

Year 6 Term 1 (Stage 6) Age-Appropriate Program

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
sub- submarine  Prefix meaning under, below.	pre- precipitation  Prefix meaning before, prior.	under- undergraduate  Prefix meaning below, not enough, less important.	non- nonverbal  Prefix meaning not.	dis- disappear  Prefix meaning not.	inter- international  Prefix meaning between, among.	ob- obstruction  Prefix meaning against, in the way of.	amphi- Prefix meaning two, both or on both sides. vice- Prefix meaning instead. retro- Prefix meaning backwards or again. bene- Prefix meaning well or good.	co- com- con- cor- corporate  Prefix meaning with completely.	revision

Year 6 Term 2 (Stage 6) Age-Appropriate Program

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
contra- contrasting counter- counterweight  Prefix meaning against or opposite.	a- ab- abs- absorption  Prefix meaning away from, down.	anti- antisocial Prefix meaning against. auto- automate  Prefix meaning self.	per- persuade  Prefix meaning through, entirely.	il- im- in- ir- impolite  Prefix meaning not, opposite of, negative.	mal- malcontent Prefix meaning bad, poorly. super- superhuman  Prefix meaning above, over, beyond.	para- parallel  Prefix meaning beside, near.	-ous ravenous  Suffix meaning having the quality of, full of.	-eous courageous  Suffix meaning having the quality of, full of.	revision

Year 6 Term 3 (Stage 6) Age-Appropriate Program

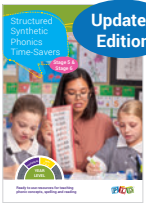
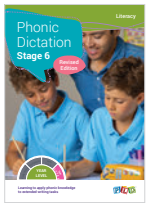
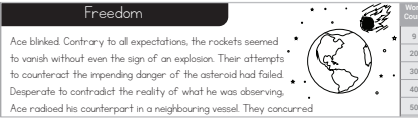
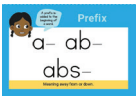
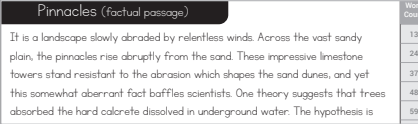
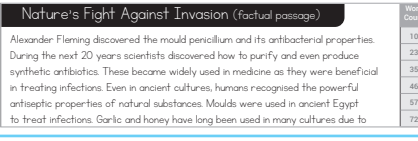
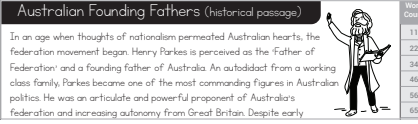
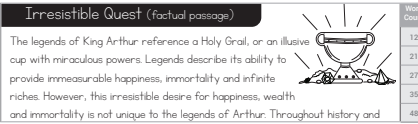
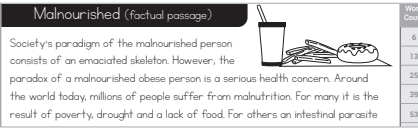
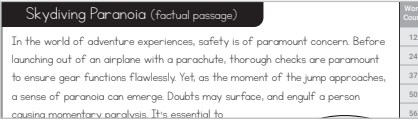
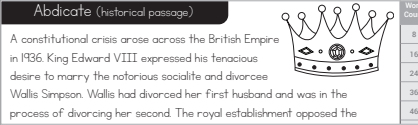
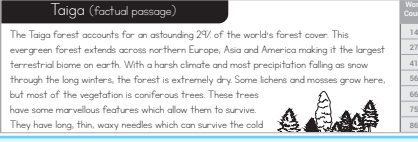
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
semi-, hemi- hemisphere Prefix meaning half. hyper- hyperthermia Prefix meaning above or over. hypo- hypothermia Prefix meaning under or less than.	en- em- embark  Prefix meaning cause to, put into, make.	-acle -icle vehicle  Suffix meaning an indicated place or means by which action is formed.	-cal mechanical  Suffix meaning relating to, characterised by.	-ive lucrative  Suffix meaning having the nature of.	-ance performance  Suffix meaning state or quality of.	-ence correspondence  Suffix meaning state, condition, action.	-ic volcanic  Suffix meaning relating to, characterised by.	-ise -ize -yse penalise  Suffix meaning cause, treat, become.	revision

Year 6 Term 4 (Stage 6) Age-Appropriate Program

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
aqua- (water) duct- (draw, attract) ped- (foot) Latin roots	aud- (to hear) vis- (to see) voc- (to call) Latin roots	cent- (hundred) dec- (ten) unus- (one) octo- (eight) Latin roots	circum- (around) primus- (first) nomen- (name) rect- (straight, right) Latin roots	manus- (hand) tactus- (touch) struct- (fit together) corpus- (body) Latin roots	tempus- (time, extend) magnus- (large, great) tract- (to pull, draw) Latin roots	curro- (run) facio- (do, make) pend- (hang, weigh) Latin roots	scribe- (write) dict- (speak, say) legalis- (law) Latin roots	gregis- (group, company) ambi- (both sides) ludo- (play, mock) Latin roots	revision

Students in Year 6 that are operating at a Stage 6 level, are already strong spellers. The goal for Term 1 is to continue to enhance this ability by following the teaching sequence as outlined below. PLD recommends teachers focus more broadly on word study and the meanings of these prefix units. The opportunity for vocabulary development here is immense. For the majority of students at this level, they can read and spell well, but their intimate understanding of these more complex words is limited.

Week	Word Study Concepts	Adult Assisted Decoding & Encoding Tasks	
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation
	Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPTs5	Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPTs5	Phonic Dictation Stage 6 Code: Md6
1	 Meaning under, below.	List 20 page 95	page 70 Unusual Amphibians (factual passage) Through a sinkhole deep in the forest of south-eastern Europe is a subterranean world of underground amphitheatres and narrow passages. This is the home of the rare and unusual olm. Although the olm is a species of salamander, unlike other amphibians it spends its entire life submerged in the waterways. The olm is specifically adapted for the dark life in a cave. Despite its substandard eye sight, its other senses are Word Count: 11, 19, 20, 41, 55, 72
2	 Meaning before, prior.	List 21 page 96	page 73 Pride and Prejudice (historical passage) Pride and Prejudice, a novel by Jane Austen, is a witty critique of the lives of the upper classes in Regency England. The novel revolves around the preface that one should marry for love and not the prevailing belief of the time that a wealthy match was essential. Mr Bennet has five daughters, all of whom are prevented from inheriting his estate. His wife's preoccupation Word Count: 12, 24, 34, 46, 57, 65
3	 Meaning below, not enough, less important.	List 23 page 97	page 146 Connecting to Nature (factual passage) In a forest, underneath the towering foliage, an understated beauty lay hidden within the undergrowth. A common tendency is to undervalue the intricate ecosystem thriving underneath the surface. But to those who took the time to explore, a profound understanding of nature's delicate balance emerged. The rustling leaves and communicative birds hinted at the secrets concealed Word Count: 12, 23, 36, 45, 56
4	 Meaning not.	List 24 page 97	page 150 Fire Safety Building Standards (factual passage) Nonflammable objects play an integral role in building safety and sustainability. Unlike their flammable counterparts, nonflammable materials ensure that fires don't spread, and thereby protecting lives and properties. Buildings constructed from brick, undoubtedly would be damaged in bush fires. However, brick walls are non-flammable and less likely to burn. Word Count: 11, 19, 29, 40, 47
5	 Meaning not.	List 25 page 98	page 76 ANZAC Spirit (historical passage) The landing at ANZAC Cove was a part of the invasion of Gallipoli, and aimed to displace the control of the Turks over the peninsula. Although they were positioned ashore north of their intended landing, the troops never disobeyed orders. The ANZAC troops disembarked under the cover of night. In the darkness the assault formations became disorganised but the troops Word Count: 12, 22, 30, 39, 48, 60
6	 Meaning between, among.	List 26 page 98	page 79 Returning International Hero Arnold Vicary began his career at a local interschool athletics competition. A last minute change of competitors saw him compete in the high jump event where he convincingly leapt to the lead. Arnold's performance attracted the interest of the vice-president of the Athletic Association and he was offered the opportunity to compete at an interstate level. Within weeks Arnold had launched to the Word Count: 9, 17, 28, 36, 50, 64
7	 Meaning against, in the way of.	List 27 page 99	page 82 Avoidable Disaster A retrospective analysis of the space shuttle disaster revealed obvious flaws in both the design and management of the launch. The findings indicated the retrorockets were installed incorrectly resulting in an acceleration rather than deceleration of the shuttle. The absence of retrorocket rockets further obstructed the shuttle's ability to manoeuvre as required. Interviews with control staff revealed concerns regarding the leadership of General Kirk, the Word Count: 11, 24, 33, 44, 54, 65
8	 Meaning on both sides, second in rank.	List 28 page 99	page 91 Nature's Fight Against Invasion (factual passage) Alexander Fleming discovered the mould penicillin and its antibacterial properties. During the next 20 years scientists discovered how to purify and even produce synthetic antibiotics. These became widely used in medicine as they were beneficial in treating infections. Even in ancient cultures, humans recognised the powerful antiseptic properties of natural substances. Moulds were used in ancient Egypt to treat infections. Garlic and honey have long been used in many cultures due to Word Count: 10, 23, 35, 46, 57, 72
9	 Meaning with, together.	List 33 page 102	page 97 Collision Course Ace turned to his co-pilot and nodded. They had been awaiting confirmation from the Space Confederation that the mission was to proceed. General Davis had issued the command. Ace turned the space ship toward the mighty asteroid looming on a collision course for Earth. It was imperative they got the coordinates exact, or the consequences could be catastrophic. Ace glanced Word Count: 11, 19, 29, 39, 50, 60
10	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.		

		Adult Assisted Decoding & Encoding Tasks	
Word Study Concepts		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation
week	Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSPts5	Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSPts5	Phonic Dictation Stage 6  Code: Md6
	1  Meaning against or opposite.	List 29 page 100	page 85 
	2  Meaning away from, down.	List 30 page 100	page 88 
	3  Meaning against.	List 31 page 101	page 91 
	4  Meaning through, entirely.	List 32 page 101	page 94 
	5  Meaning not, opposite of, negative.	List 36 page 103	page 109 
	6  Meaning bad.	List 37 page 104	page 115 
	7  Meaning beside, near.	List 38 page 104	page 152 
	8  Meaning having the quality of, full of.	List 39 page 105	page 17 
	9  Meaning having the quality of, full of.	List 40 page 105	page 119 
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.		

In **Term 3**, the Stage 6 concepts have a significant focus on suffixes. It is important to remember that each list will contain opportunities to extend vocabulary and this focus on meaning is essential to maximise opportunities for new words to be applied to the student's oral vocabulary and extended self-generated writing. The continuation of two semantic tasks, as well as a weekly dictation, should continue to be key components of the weekly routine.

Week	Word Study Concepts	Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation
	Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPTs5	Structured Synthetic Phonics Time-Savers Stage 5 & 6 Code: SSPTs5	Phonic Dictation Stage 6 Code: Md6
1	 List 34 page 102		page 103
2	 List 35 page 103 Meaning cause to, put into, make.		page 106
3	 List 41 page 106 Meaning indicates place or means by which action is formed.		page 122
4	 List 42 page 106 Meaning relating to, characterised by.		page 125
5	 List 43 page 107 Meaning having the nature of.		page 128
6	 List 44 page 107 Meaning state or quality of.		page 131
7	 List 45 page 108 Meaning state, condition, action.		page 154
8	 List 47 page 109 Meaning relating to, characterised by.		page 134
9	 List 48 page 109 Meaning cause, treat, become.		page 137
10 Screen	Option 1: A spare week to cover school disruptions and/or short school terms. Option 2: Select from the concepts not covered.		

• Refer to page 28 for the **Oral Language Full Year Plan**.

To finalise the year, students who have a strong understanding and transference of Stage 6 concepts are presented with Supplementary Lists focusing on Greek and Latin Roots. As was the case in Stage 5, it is important that the focus is more word study and the meanings of these morpheme units. The opportunity for vocabulary development here is exciting. For the majority of students at this level, their spelling ability may be high however it is likely that an intimate understanding of the words is not as well developed.

Week	Word Study Concepts	Adult Assisted Decoding & Encoding Tasks	
		Phonic Decoding & Encoding Tasks	Repeated Reading & Phonic Dictation
	Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSpts5	Structured Synthetic Phonics Time-Savers Stage 5 & 6  Code: SSpts5	Phonic Dictation Stage 6  Code: Md6
1	Latin roots 'aqua-' (water), 'duco-' draw, attract, 'ped-' (foot)	List 1 page 147	page 156 The Job of Aquarists At the Okavango Chaurum Aquarium, all manner of subaquatic life are meticulously cared for by the aquarists who work tirelessly to keep the aquarium a vibrant ecosystem. Any reduction in water levels will quickly be rectified by the aquarists to ensure there is harmony in the aquatic environment. They care for the 740 species of aquatic animals, including fish.
2	Latin roots 'aud' (to hear), vis (to see), voc (to call)	List 2 page 147	page 158 Auditorium Performance In the dimly lit auditorium, a hushed anticipation lingered in the air. The audience gathered with eyes transfixed on the stage. The audience awaited the visionary performance of Shakespeare's Hamlet. As the spotlight illuminated the lone figure on centre stage, there was an electrifying moment of silence. It was in this charged atmosphere that the artist began to improvise, melding words and
3	Latin roots 'cent-' (hundred), 'dec-' (ten), 'unus-' (one), 'octo-' (eight)	List 3 page 148	page 160 Understanding Numerical Concepts The English Language derives numerous words from the Latin language first written in the 3rd century. The Latin root 'cent' meaning one hundred, and 'dec' meaning ten, are fundamental in understanding numerical concepts. Centennial celebrations mark the passing of a century, while a decade signifies a period of ten years. These roots underpin our numerical
4	Latin roots 'circum-' (around), 'primus-' (first), nomen (name), 'rect-' (straight, right)	List 4 page 148	page 162 Greek Mythology In Greek mythology, the primordial deities were the first generation of gods and goddesses. These foundational beings, such as Chaos and Gaia, often had numerous names. Interestingly, these were often referred to by their primitive noun forms. For
5	Latin roots 'manus-' (hand), tactus-' (touch), 'strict-' (fit together)	List 5 page 149	page 164 Revolutionary Surgery Practices Robotic surgery has revolutionised the medical field. Initially, surgeons manually manipulated instruments, but now, a corporation at the forefront has reincorporated technology to deconstruct traditional methods. Through intricate reconstruction, robots are guided by precise instructions, allowing for unparalleled precision in procedures. These robotic systems manufacture
6	Latin roots 'tempus-' (time, extend), 'magnus-' large, great, 'tract-' (to pull, draw)	List 6 page 149	page 166 Learning From the Past World War II, a defining moment in contemporary history, invites a deep contemplation of its magnitude. The global scale of the conflict and devastation is difficult to exaggerate and a magnification of understanding is required. A historian's attraction to the World War lies in the myriad facets, from political manoeuvring to the bravery of soldiers. In retrospect, the war's temporary
7	Latin roots 'curro-' (run), 'facio-' (do, make), 'pend-' (hang, weigh)	List 7 page 150	page 168 The Role of the Australian Government The Australian government, a precursor to the nation's contemporary democracy, plays a pivotal role in governing the vast and diverse continent. It concurrently manages myriad responsibilities, striving to dignify the rights and aspirations of its citizens. In a nation as vast as Australia, the government's ability to diversify its policies is crucial, ensuring satisfaction among its people.
8	Latin roots 'scribe-' (write), 'dicto-' (speak, say), 'legalis-' (law)	List 8 page 150	page 170 The Search for Cleopatra's Tomb Cleopatra's tomb, a subject of indescribable fascination, remains one of history's greatest mysteries. The search for this enigmatic resting place has captured imaginations for centuries. While inscriptions hint at its existence, the exact location defies transcription. The verdict on whether Cleopatra's tomb will ever be unearthed
9	Latin roots 'gregis-' (group, company), ambi (both slides), 'ludo-' (play, mock)	List 9 page 151	page 172 The White Australia Policy The White Australia Policy was an egregious chapter in Australia's history, fuelled by the ambition of maintaining racial segregation. This policy, ambiguously framed, aimed to keep Australia predominantly white by restricting immigration from non-European countries. The repercussions were allusive, as it created a sense of disillusionment among those who suffered its consequences.
10 Screen	Additional Greek and Latin Root word lists available on pages 151 to 155 in Structured Synthetic Phonics Time-Savers Stage 5 & 6. (code SSpts5)		

• Refer to page 28 for the Oral Language Full Year Plan.

Stage 5 & 6 Phonic Concepts Checklists



Tier 1 students (typically reflecting fairly age appropriate levels) simply follow the outlines contained within this manual. The Teaching Sequence Outlines can be applied by the Year level (e.g. Year 5 Term 1, 2, 3 and 4) or Stage level (e.g. the first, second, third and fourth term of a stage 2 program).

Tier 2 and 3 students will require a program to be devised on the basis of the common errors. The tables below are designed to assist this process.

Stage 5 Phonic Concepts											
	SSPts5	Md5		SSPts5	Md5		SSPts5	Md5		SSPts5	Md5
ou as /u/	Bpsw page 134	page 45	i as /ee/	List 19 page 23	page 66	u as /y+oo/	List 17 page 22	page 63	y_e as /igh/	Bpsw page 137	page 75
x as /z/		page 236	e as /ee/	List 18 page 22		ial, tial, cial	List 44 page 35	page 48	ar as /air/	List 24 page 25	
gi & d as /j/	List 15 page 21	page 57	ae & oe as /ee/	List 20 page 23	page 69	-re as /schwa/	Bpsw page 134		aer as /air/	List 25 page 26	page 78
t as /ch/	List 14 page 20	page 60	eu as /y+oo/	List 16 page 21	page 63	i as /igh/	List 22 page 24	page 75	aire as /air/	Bpsw page 137	
o as /oa/			List 23 page 25	page 81					ere as /ear/	List 21 page 24	page 72
									er as /ear/	List 13 page 20	page 54
									u as /w/		
Stage 5 Prefixes											
	SSPts5	Md5		SSPts5	Md5		SSPts5	Md5		SSPts5	Md5
ac-	List 27 page 27	page 85	ex-	List 30 page 28	page 97	mis-	List 33 page 30	page 112	trans-	List 34 page 30	page 118
bi-	List 29 page 28	page 88	in-	List 31 page 29	page 109	mid-	List 26 page 26	page 216	extra-		page 127
cir-		page 91	im-	List 32 page 29		re-	List 35 page 31	page 121	de-	List 36 page 31	page 124
									fore-	List 26 page 26	page 214
Stage 5 Suffixes											
	SSPts5	Md5		SSPts5	Md5		SSPts5	Md5		SSPts5	Md5
-able			-ent	List 50 page 38	page 152	-fy	List 60 page 43	page 197	-ling	List 59 page 43	page 203
-ible	List 40 page 33	page 140	-ess	List 43 page 35	page 158	-er	List 51 page 39	page 167	-ar	List 58 page 42	page 194
-uble			-ery	List 55 page 41		-ment	List 52 page 39	page 173	-ious	List 45 page 36	page 161
-al	List 42 page 34	page 143	-ary	List 56 page 41	page 191	-ship	List 53 page 40	page 176	-ate	List 47-48 page 37	page 170
-ant	List 49 page 38	page 149	-ory	List 57 page 42		-ian	List 54 page 40	page 179	-ology	List 61 page 44	page 200

Stage 6 Phonic Concepts			Stage 6 Prefixes									
SSPts5		Md6	SSPts5		Md6	SSPts5		Md6	SSPts5		Md6	
 ch as /sh/	List 14 page 92	page 48	 amphi-	List 28 page 99	page 70	 contra-	List 29 page 100	page 85	 hyper-	List 34 page 102	page 103	
 c as /sh/			 sub-	List 20 page 95		 counter-			 hypo-			
 que/qu as /k/	List 16 page 93	page 54	 pre-	List 21 page 96	page 73	 a-, ab-, abs-	List 30 page 100	page 88	 en-, em-	List 35 page 103	page 106	
 que as /k/			 over-	List 22 page 96		page 148	 auto-		List 31 page 101	page 94		 il-, im-, in-, ir-
 cq/cqu as /k/			 ob-	List 27 page 99	page 82		 anti-	page 91			 mal-	List 37 page 104
 i as /y/	List 13 page 92	page 45	 retro-	List 28 page 99		 bene-	List 28 page 99		 super-	List 38 page 104		
 xi as /k+sh/	Bpsw page 153		 vice-		page 79	 co-, com-, cor-, con-	List 33 page 102	page 97	 para-			
 et as /ay/	List 15 page 93		 inter-	List 26 page 98		 hemi-, semi-	List 34 page 102		page 100		 per-	List 32 page 101
Stage 6 Silent Letters			 dis-	List 25 page 98	page 76	 under-	List 23 page 97	page 146		 non-	List 24 page 97	page 150
SSPts5		Md6	Stage 6 Suffixes									
 ps, pt, pn, pb (silent p)		page 66	SSPts5		Md6	SSPts5		Md6	SSPts5		Md6	
 (silent t)			List 19 page 95	 -ous	List 40 page 105	page 119	 -ance	List 46 page 108	page 131	 -ic	List 47 page 109	page 134
 mn (silent n)				 -eous			 -icle, -acle			List 41 page 106	page 122	
 gn, gm (silent g)		List 17 page 94	page 57	 -cal	List 42 page 106	page 125	 -ive	List 43 page 107	page 128	 -yse		
 rh, gh (silent h)		List 18 page 94		page 63								

Connecting Oral Language with Written Genres			
Term 1	Term 2	Term 3	Term 4
Object Description (or Simple Reports) Program: Mn912 Oral Language Explicit Instruction Schedule short weekly (i.e. 5-10 minute) object descriptions. The descriptions are recommended to be based upon semantic categories. For example: Olympic sports (in weeks 1 and 2), leaves (in weeks 3 and 4), countries (in weeks 5 and 6), crustaceans 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. Templates to support oral language transitioning into written language. At the end of each fortnight a written description or report should be scheduled. This will challenge students to transfer into writing the strong oral sentence structure they have been rehearsing throughout the fortnight. Undoubtedly there will be a range in writing ability within the class. Different templates can be applied to the various ability groups.	Event-Based News/Recounts/ Journal Writing Program: Mn912 Oral Language Explicit Instruction Schedule short daily (5 minute) sessions which instruct the explanation of an event. It is recommended that the event relates to an event that occurred within the school day or which summarises the curriculum learning that has occurred within a lesson. <i>Within the afternoon session, the class reflected and brainstormed the impact human beings are having upon our planet, and we are going to focus upon sustainable living at home and at school.</i> Templates to support oral language transitioning into written language. At the conclusion of each fortnight (in which event-based news has been explicitly taught and modelled) students are provided with their own opportunity to generate their event-based news in written form, using the appropriate template.	Activity Retells/Procedural Narrative Program: Mn912 Oral Language Explicit Instruction Over the length of the term, aim to focus on a procedural narrative each week. 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 in subjects such as science, T&E or in Art. Using the cards and/or poster engage in oral rehearsal prior to the written task. Templates to support oral language transitioning into written language. At the end of each fortnight a written task should be scheduled. This will challenge students to transfer into writing the strong oral sentence structure they have been rehearsing. Templates may still be useful for students at this age. Some students may require simplistic templates and others a more detailed and elaborate template.	Narrative Rewrites and Generation Program: Mn912 Oral Language Explicit Instruction Select a picture book with the summary of narrative structure from within the program 'Connecting Oral & Written Language'. The picture book overview suggests the level of oral language the teacher will model and also aims to elicit from the students. To commence the weekly or fortnightly cycle, the focus picture book will need to be read multiple times. Once the students are familiar with the picture book, they are ready to engage in oral narrative retells. Aim for students to provide a paragraph for each narrative component. Templates to support oral language transitioning into written language. Conclude each weekly or fortnightly cycle with a rewrite or innovation of the picture book that has been rehearsed. The templates cater for the range in ability. It may be appropriate for some students to complete a partial rewrite and others a full narrative.

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

Scripted Picture Book Comprehension Questions (to supplement reading books for students with low comprehension skills.)

Instructions

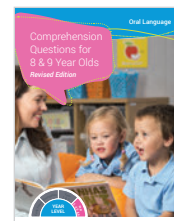
Provide a book with its corresponding scripted question card each week. Students can likely read the picture books but it is still appropriate for adults to read and ask the questions.

The middle primary comprehension question program and parent training video located at: <https://pld-literacy.org/product/comprehension-questions-for-8-and-9-year-olds/>.

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: Mc8

PARENT EDUCATIONAL MILESTONES

TERM 1, 2, 3 & 4 Connecting Oral & Written Language: Step 2 - Code: Mn912	TERM 4 Generating Narratives Set 1 - Code: CCgn1	 Generating Narratives Set 2 - Code: CCgn2	 Comprehension Questions for 8 & 9 Year Olds - Code: Mc8	 Available for download at: https://pld-literacy.org/downloadable-literacy-resources/	 Program: Mc8
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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 Codes	PLD Program or Resource Title		Hard Copy Price inc. GST	School License Annual Price inc. GST
PLD Starter Packs (Includes 20% discount on the program cost)				
EY34L	Essential Year 3 & 4 Literacy Starter Pack Includes: Bpsw, SSpts3, Md3, Md4		\$330.00 \$280.52	School license prices vary according to school size. Check website for details.
EY56L	Essential Year 5 & 6 Literacy Starter Pack Includes: Bpsw, SSpts5, Md5, Md6		\$330.00 \$280.52	
EY360L	Essential Year 3, 4, 5 & 6 Oral Language Starter Pack Includes: Mn912, CCgn1, CCgn2, Mc8		\$255.00 \$216.76	
Literacy				
Bpsw	Phonic and Sight Word Sequence (Full year resource) Essential Program		\$82.50	
SSpts3	Structured Synthetic Phonics Time-Savers - Stage 3 & 4 (Full year program) Essential Program		\$82.50	
SSpts5	Structured Synthetic Phonics Time-Savers - Stage 5 & 6 (Full year program) Essential Program		\$82.50	
SAmup	Spelling Activities for the Middle & Upper Primary (Full year program)		\$82.50	
Md3	Phonic Dictation - Stage 3 (Full year program) Essential Program		\$82.50	
Md4	Phonic Dictation - Stage 4 (Full year program) Essential Program		\$82.50	
Md5	Phonic Dictation - Stage 5 (Full year program) Essential Program		\$82.50	
Md6	Phonic Dictation - Stage 6 (Full year program) Essential Program		\$82.50	
Sp3	Synthetic Phonics Flip Book - Stage 2, 3 & 4 (Full year program)		\$75.00	
SWC23	Phonic Sound Wall Charts for Year 2 - 3 (Full year display items)		\$55.00	
Chph3e	Phonic Charts - Stage 3 (Full year display items) - e version only			
Chph4e	Phonic Charts - Stage 4 (Full year display items) - e version only			
FCp	Phonic Flash Cards - Stage 1 - 4 (Full year display items)		\$55.00	
Decodable Reading Books				
Middle & Upper Primary Catch-Up Series Reading Age Foundation-Year 1				
MDog12	Moon Dogs Series (Set 1 & Set 2): Set 1 CVC Set 2 CVC, CCVC, CVCC & sh, ch, th, ng, ck & qu (16 titles)		\$104.00	
MDog1x	Moon Dogs Extras: CVC (24 books)		\$125.00	
ThatDog1	That Dog Series (Set 1): CVC, CVCC, CVCC, sh, ch, th, ck, qu, ng, wh, ing (12 titles)		\$125.00	
MagBelt1	Magic Belt Series (Set 1): CVC, CVCC, CVCC, sh, ch, th, ck, qu, ng, wh, ing (12 titles)		\$125.00	
Middle & Upper Primary Catch-Up Series Reading Age Year 1-Year 2				
MDog3	Moon Dogs Series (Set 3): ai/ay, oi/oy, or/aw, ee/ea, oa/ow, ur/ir, oo/ue, ow/ou (14 titles)		\$85.00	
Totem1	Totem Series (Set 1): CCVCC, sh/ch/th, ck/ng/qu/wh, ay/ai/a-e/a, ea/ee/y/ey/e, er/ir/ur, ou/ow, etc (12 titles)		\$125.00	
Alba1	Alba Series (Set 1): CCVCC, sh/ch/th, ck/ng/qu/wh, ay/ai/a-e/a, ea/ee/y/ey/e, er/ir/ur, ou/ow, etc (12 titles)		\$125.00	
Middle & Upper Primary Catch-Up Series Reading Age Year 2-Year 3				
Deggs1	Dragon Eggs (Set 1): Stage 1 & Stage 2 phonics (10 titles)		\$105.00	
Rescue1	Rescue Series (Set 1): ay/ai/a-e/ea/ey, ea/ee/y/e/ie/e-e/ei, ow/oa/oe/o-e/o, er/ir/ur/ear, ow/u/oi/oy (10 titles)		\$105.00	
Island1	Island Adventure Series (Set 1): ay/ai/a-e/ea/ey, ea/ee/y/e/ie/e-e/ei, ow/oa/oe/o-e/o, er/ir/ur/or/ear etc (10 titles)		\$105.00	
TitGaunt1	Titan's Gauntlets Series (Set 1): f/ff/ph, ture, tion, cial/tial, sion, ge/g/j, l/ll/al/le (10 titles)		\$105.00	
Talisman12	Talisman Series (Set 1 & Set 2): Set 1 er/ir/ur/or/ear Set 2 e.g. ture, sion, dge (20 titles)		\$210.00	
AmbGuard1	Amber Guardians Series (Set 1): with increased text and less images throughout the books (10 titles)		\$140.00	
Oral Language				
Mn912	Connecting Oral & Written Language - Step 2 (Full year program) Essential 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	
Mc8	Comprehension Questions for 8 - 9 Year Olds (Full year home program) Essential Program		\$82.50	
		Professional Development Options Perth-Based Seminar (& online seminars): Implementing PLD in 3, 4, 5 & 6 \$219-249.00 Online Course: Synthetic phonics and beyond \$119.00		
		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.		
		These prices are subject to change. The PLD website will always feature current prices. Once you have selected the titles required, order directly here: https://pld-literacy.org/quick-order/		

High-Frequency Words (HFWs) Within PLD's SSP Program

Scan here for HFWs resource

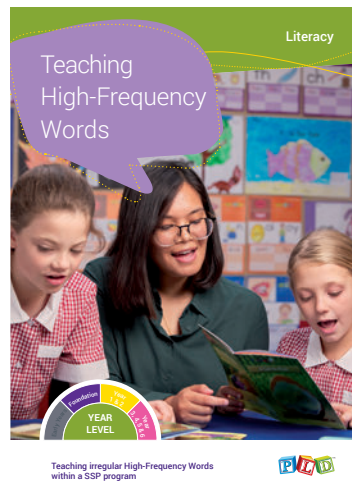


The existing evidence-base consistently argues for HFWs to be integrated within a SSP program and HFWs to match the phonics teaching sequence.

The charts organise HFWs into:

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

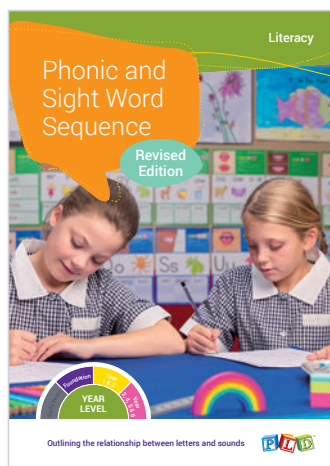
Heart Words: HFWs that contain an irregular concept or a complex phonic concept not yet learned. The difficult part of these words must be learned by heart while still using a speech-to-print approach.



Code: HFW

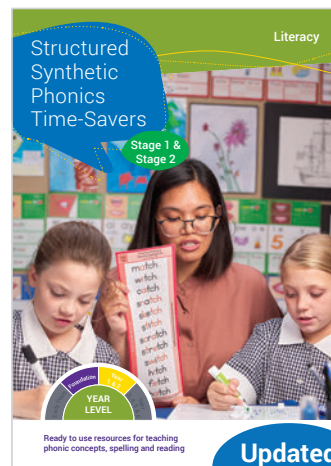


Download charts from the QR code above.

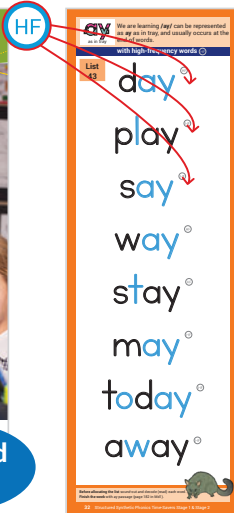


Code: Bpsw

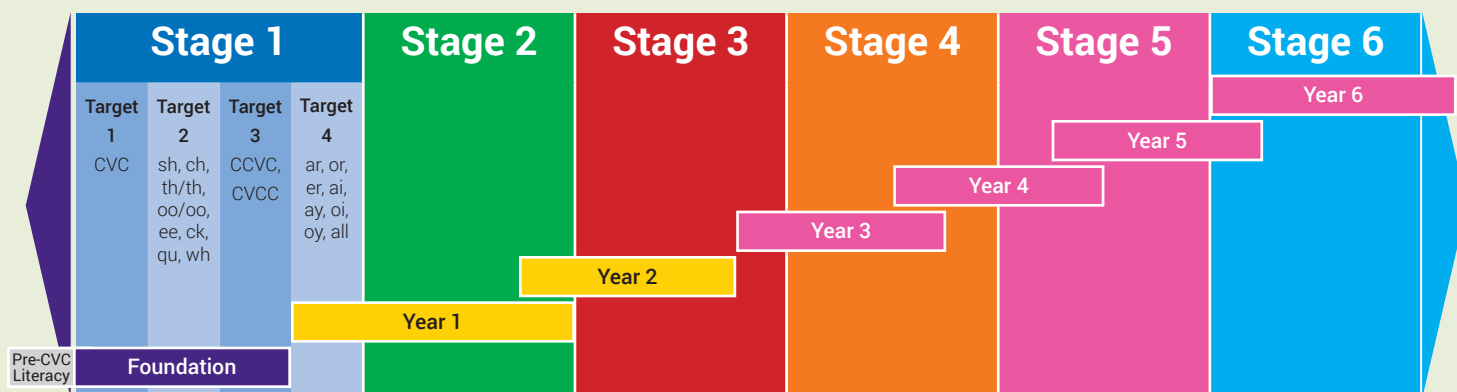
Stage 1 Decoding and Spelling Words			
Key: (H) high frequency words (S) words which include suffixes * extension words			
1.2: Target 2 CVC Words with Early Stage 1 Digraphs			
sh (as in hush)			
Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. sh-uh			
(H) fish (H) wish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



Code: SSPts1



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



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