



PLD's Alignment with the Australian Curriculum (version 9.0)

How do the PLD Decodable Reading Books align with the foundation level of the Australian Curriculum?



Australian Curriculum Version 9.0 (Literacy)	How PLD Decodable Reading Books align
AC9EFLY04 Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge. <i>navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word</i> <i>attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words</i> <i>pausing or asking for support when meaning breaks down</i>	Our Decodable Reading Books follow a clear SSP structure which gradually builds phonic knowledge. Grammatical elements are introduced at an appropriate pace and stage for readers. Each book contains tips on how to navigate the text at the appropriate level (reading left to right, using a finger to point, blending sounds to form words, taking note of grammar etc). Each decodable reading book has clear steps in the front of the book on how to attempt an unknown word using the student's current phonic knowledge and knowledge of high-frequency words.
AC9EFLY05 Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently. <i>sequencing ideas in spoken texts, retelling well-known stories, retelling stories with picture cues, retelling information using prompts</i> <i>listening for specific purposes; for example, details of a character or to answer a given question</i> <i>relating one or two key facts from informative texts</i> <i>predicting what might happen in a text based on the title and cover</i>	Our Decodable Reading Books pose comprehension questions both before and after reading. After reading parents are encouraged to ask the child to retell the story / recall facts in their own words. We introduce the characters in the book and the setting before and after reading to encourage discussion and activation of prior knowledge. Within the non-fiction range of our Decodable Reading Books we check for understanding by asking questions that children relay with key facts from the texts. All of our decodable texts have a details page at the back of the book to discuss key facts about the location and setting of each book. Parents are encouraged to start the reading journey by discussing the cover image and topic of the book before the child begins to read.
AC9EFLY12 Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.	The first four sets of our Decodable Reading Books focus on blending sounds to form CVC words. These books align with the pace students are being introduced to these letters and sounds in the classroom.
AC9EFLY14 Read and write some high-frequency words and other familiar words. <i>knowing how to read and write some high-frequency words recognised in shared texts and texts being read independently; for example, "and", "my", "is", "the" and "go"</i>	Our Decodable Reading Books clearly indicate both high-frequency words and Heart words appropriate for the level and text. Heart words are introduced at an appropriate pace for each level of reading. Before reading, children are encouraged to read high-frequency words and Heart words that will appear in the book.

V9 Australian Curriculum - English (Foundation)

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/foundation-year?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>