

Teaching Sequence Manual

Foundation

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

What to
teach?

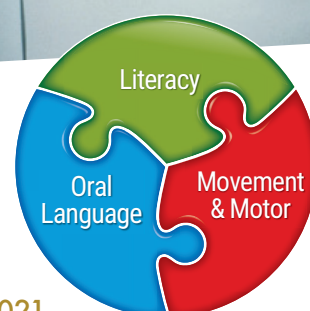
When to
teach?

How to cater
for the range
in ability?

2026 Version



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



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What to Teach and When to Teach in Foundation Using PLD's Approach

This is one of the most important years in a child's schooling. The delivery of Structured Synthetic Phonics (SSP) instruction combined with regular tracking of skill development to inform teaching will typically enable students to achieve a positive start to their schooling.

Getting Started With PLD in Foundation

Step 1: Understanding PLD's Implementation in Foundation

- Refer to the termly teaching sequences located within this manual which extensively cover Literacy, Oral Language and Movement & Motor.
- Download the Foundation Phonic & High Frequency Words charts for this semester.
- Download the Parent Education Sheets for this semester.
- Download the Foundation Screening & Tracking Manual.
- Upskill or refresh your knowledge by completing the Learning to read, spell and write in Foundation online course. The course consists of four videos. Videos 1 and 2 relate to Semester 1, and videos 3 and 4 relate to Semester 2. Alternatively, attend one of PLD's seminars held throughout Australia. For dates please see our website.

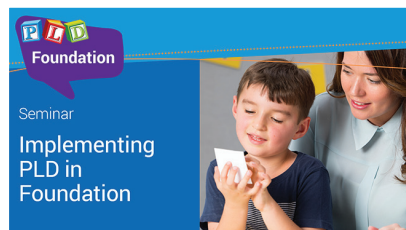
Scan here for
Foundation
Resources



Online Course



Seminars (online & in-person)



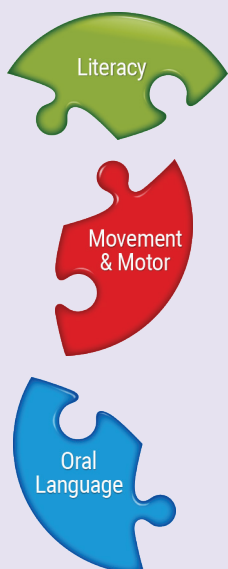
Website Clips



Step 2: Following the Viewing of an Online Course or Attending Professional Development

- Make a start with PLD in Term 1 by viewing the teaching sequences in this manual. For an outline of a whole school plan, see this blog articles: [How to Implement PLD Within Term 1](#) (or Term 2, 3 or 4).
- Make a start with PLD in Terms 2, 3 & 4 by profiling the class using the screens outlined in the [Foundation Screening & Tracking Manual](#).

It is important to commence the school year with the end of year learning goals in mind. By the end of the school year the average Foundation student should:



Literacy

- Be mid-way through Stage 1. This means a high level of reading, spelling and dictated sentence writing accuracy with Stage 1 (Target 1), early digraphs (Target 2) and CCVC and CVCC (Target 3) concepts.
- Be able to write dictated and self-generated sentences.

Movement & Motor

- Be able to form all of the letters of the alphabet.
- Be able to place handwritten letters on lines.
- Have demonstrated fine and gross motor skill development.

Oral Language

- Be able to produce vocabulary for a range of semantic groups.
- Be able to generate sentences for writing relatively independently.
- Be able to answer Marion Blank level 3 & 4 questions.

Don't Forget
the Refresher
Videos



[Term 1](#)



[Term 2](#)



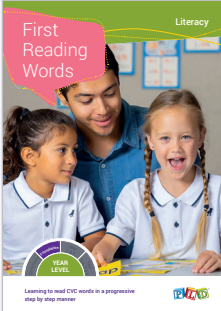
[Term 3](#)



[Term 4](#)

PLD's Structured Synthetic Phonics program is an evidence-based, comprehensive curriculum in Australia, closely aligned with the Science of Reading. The teaching sequence starts with the basics of the initial (simple) code and then progresses to the extended code.

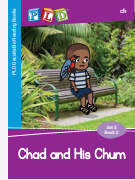
Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	First Reading Words	
s a t			m r h			f l g			w j v k		
p i n			e d c			o u b			z y q x		
⚡ HFW Words and CVC single words			⚡ HFW Words and CVC single words			⚡ HFW Words and CVC single words			⚡ HFW Words and CVC single words		

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books			
s a t			m r h			f l g			w j v k				
p i n			e d c			o u b			z y q x				
❤ Words: a, I Multiple Sentences			❤ Words: the, is Multiple Sentences			❤ Words: as, has, his, of Multiple Sentences			❤ Words: was, for Multiple Sentences			Set 1  Pip Set 2  Ned Can Hit Set 3  Deb and Bet Set 4  Kim and His Kin	

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books
sh	ch	th	sh	oo	ee	ck	oo, oo	qu	wh	x
		th	ch	oo	ee		ee			
		th	th, th	oo			ck			
❤ Words: me, we, be, she, he			❤ Words: to, do, who, into			❤ Words: are, you				 Chad and His Chum Set 5  Cookbook

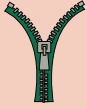
Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Books
sh	oo, oo	qu	CCVC	CCVC	CCVC	CVCC	CVCC	CCVC		 Quokka Quest  Sloths
ch	ee	x	a	i	b	a	i	CVCC		
th, th	ck	wh	u	e	d	u	e	a, e, i, o, u		
❤ Words: me, we, be, she he			❤ Words: to, do, who, into			❤ Words: are, you				

Foundation Sound Chart

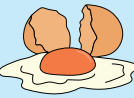


Consonants

/s/	s (snake)		/j/	j (jet)	
/t/	t (tiger)		/v/	v (violin)	
/p/	p (pop)		/z/	z (zip)	
/n/	n (nose)		/y/	y (yell)	
/m/	m (mix)		/ks/	x (box)	
/r/	r (rabbit)		/w/	w (wind)	
/h/	h (hot)		wh (whip)		
/d/	d (dig)		/kw/	qu (quack)	
/c/	c (car)		/sh/	sh (hush)	
	k (kangaroo)		/ch/	ch (chop)	
	ck (clock)		/th & th/	th (feather & thumb)	
/f/	f (five)		/g/	g (goggles)	
/l/	l (lips)		/b/	b (book)	

Vowels

short vowel graphemes

/a/	a (apple)	
/i/	i (itchy)	
/e/	e (egg)	
/o/	o (octopus)	
/u/	u (up)	

long vowel graphemes

/oo/ (short)	oo (look)	
/oo/ (long)	oo (moon)	
/ee/	ee (bee)	

Morphology - Suffixes

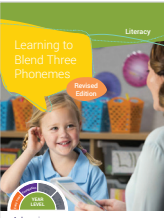
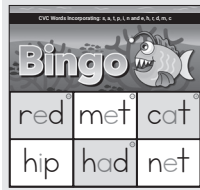
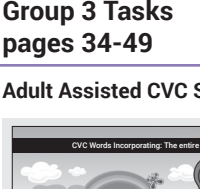
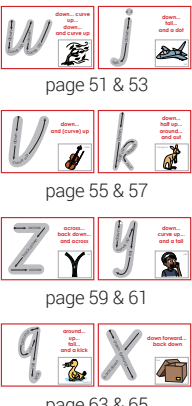
/t/ /d/ /id/ Past tense	-ed	
/ing/ Doing verb	-ing	
/s/ /z/ Plurals	-s	-es

Term 1 Summary Overview



Term 1 explicitly teaches the required skills for CVC decoding & encoding. Students learn their alphabet sounds and to blend phonemes for decoding. Students also learn to form their alphabet letters and segment words into phonemes for spelling.

This term also provides adult-assisted CVC decoding and spelling tasks, which allow students to apply the prerequisite skills they are learning to the context of reading and spelling. The focus of the term is regular single-word CVC words. In the term that follows, sentence level reading and spelling and high-frequency words will commence being introduced.

Week	Pre-CVC Skills			Adult Assisted CVC Decoding & Encoding Tasks	Oral Language Object Descriptions or 'Show and Tell'
	Target Phonic Concept: Alphabet Recall	Letter Formation Level 1a	Phonemic Awareness Skills		
1	Teach Group 1 sounds: • Daily instruction of all 6 sounds, presented together.	 page 13 & 17	Daily teaching of blending and segmenting.	The examples are from  Decoding and Spelling Games Stage 1 - Code: Bsw1	
2	 page 9 & 11	 page 9 & 11	Learning to Blend Three Phonemes (for reading) - 3 minutes, at least several times per day.	 Learning to Blend Three Phonemes - Code: L2b2	
3	 page 15 & 19	 page 15 & 19		Group 1 Tasks pages 6-18	Object Description pages 6-18
4	Teach Group 2 sounds: • Daily instruction of 12 sounds.	 page 23 & 25		Adult Assisted CVC Spelling  Group 1 Tasks pages 19-33	
5	 page 27 & 31	 page 27 & 31			
6 Screen	 page 29 & 33	 page 29 & 33			
7	Teach Group 3 sounds: • Daily instruction of 18 sounds.	 page 37 & 39	continuous blending (step 1). • Mid-to-late in the term progressing to discontinuous blending (step 2).	Adult Assisted CVC Spelling  Group 2 Tasks pages 34-49	
8	 page 41 & 43	 page 41 & 43	Learning to Segment (for spelling) - 3 minutes, at least several times per day.		
9	 page 45 & 47	 page 45 & 47		Adult Assisted CVC Spelling  Group 3 Tasks pages 56-74	
10 Screen	Teach Group 4 sounds: • Daily instruction of 26 sounds.	 page 51 & 53 page 55 & 57 page 59 & 61 page 63 & 65		Adult Assisted CVC Spelling  Full alphabet Tasks pages 56-74	

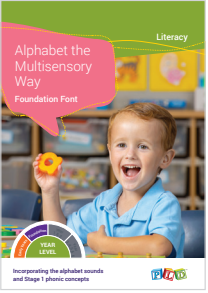
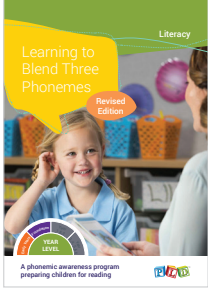
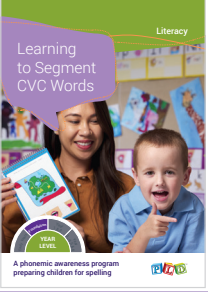
The Week 6 Screen: is recommended to identify the students who are responding to the targeted teaching and also to identify the students who are struggling to keep up with the rate of teaching and learning within the classroom. It is recommended that the Teacher (or Teaching/Education Assistant) focuses on the students who are not keeping up with their peers, on a daily basis.

Term 1 Literacy Block Structure

(45 minutes, Monday through to Friday)



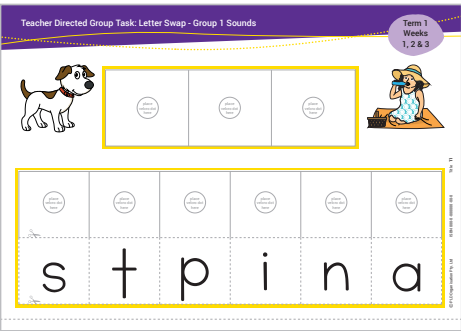
All Term 1 lessons commence with a Daily Review (15-20 minutes)

Term 1 Daily Reviews	Description of the Term 1 Daily Reviews
 Program: Alphabet the Multi Sensory Way Code: CCa1  Program: Learning to Blend Three Phonemes Code: L2b2  Program: Learning to Segment CVC Words Code: L2S	Flip Book 1: Alphabet the Multisensory Way Alphabet knowledge for reading: (3 minutes) - Teacher asks, "What is this sound?" - Support students by modelling with the mouth first, the action second and wait (for 1-2 seconds) before verbalizing the target sound third. Alphabet knowledge for spelling & writing: (3 minutes) "How do we form this sound?" - Teacher models formation (with formation in the air) with verbal cues using I do, we do, you do strategy. - It is also recommended to form letters with the eyes closed. Flip Book 2: Learning to Blend Three Phonemes Blending for reading: (3 minutes) - Present 4 cards using the scripting in the flip book. - Early in term applying continuous blending (step 1). - Mid-to-late in the term progressing to discontinuous blending (step 2). Flip Book 3: Learning to segment Segmenting for spelling: (3 minutes) - Present 4 cards using the scripting in the flip book.

Note, during the teacher lead DAILY REVIEW, the Teacher Assistant works with the Tier 3 students. Following this, the students are divided into groups for the adult lead tasks:

- The phonic-specific teacher tasks are outlined below.
- The Teacher Assistant targets areas such as letter formation (Monday and Wednesday), decoding games and/or decodable reading books (Tuesday and Friday) and spelling (on Thursdays).

Teacher Directed Group Tasks (15-20 minutes)

Monday	Task 1: Teacher supported decoding 3 minutes (Program: First Reading Words CCfrw)	Teacher Explanation "We have been practicing our alphabet sounds and blending sounds together, now we are going to bring those two skills together to start sounding out words."
Tuesday	 Task 2: Letter Swap (without letter formation) 5 minutes (Program: Stage 1 Reading & Spelling Games Bsw1)	Task 1: CVC Word Reading Cards - Cover the picture. - Finger on the dots and say the sounds. - Repeat the sounds a second or third time. - Blend together to form the word. - Reveal the picture.
Wednesday		Task 2: Letter Swap To play, students change one letter/sound card in a word to make a new word as instructed by teachers. See additional instructions and word lists.
Thursday		Task 3: Letter Swap on Whiteboards - Disseminate white boards and markers. - Repeat activity above in written format.
Friday	Task 3: Letter Swap on whiteboards (with letter formation) 5 minutes	

Implementing PLD's SSP in Foundation (Term 2, 3 & 4)

Overview of the Weekly Literacy Block Tasks (using an Integrated SSP Kit)

Scan here for
Integrated
SSP Kits



It is recommended that the PLD SSP program is taught for between 30 and 45 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 Foundation literacy block is as follows, with provisions being made for groups 1, 2, and 3 students.

Monday, Tuesday, Wednesday, Thursday, Friday

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



alternative
option

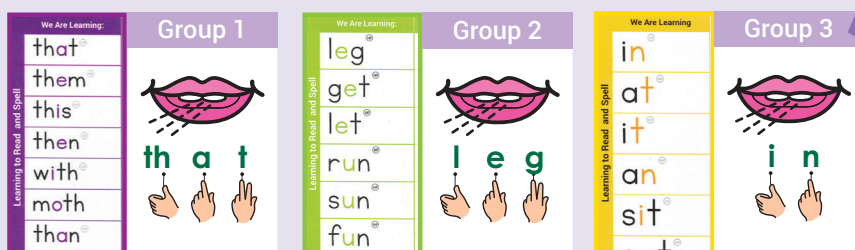
Group 3 (with Additional Adult)

15 minute daily intensive intervention for difficulties in pre-literacy skills identified from screening.



Whole Class Teaching of the Three Phonic Word Lists

Teacher Directed (5 minutes) outline the concepts and focus on 3 words from each list each day.



alternative
option

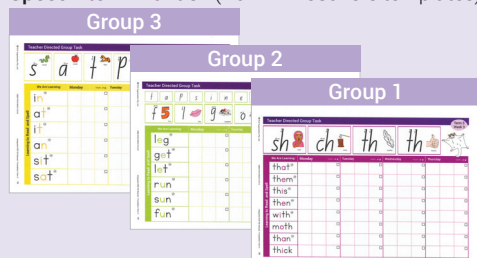
If the class has support staff, they can take the group 3 students for all or part of the SSP session to work intensively on their individualised plan devised from the recent screening cycle.

Group Tasks Teacher & Assistant Tasks (approximately 20 minutes)

Teacher Led Group Tasks

Monday & Tuesday (Teacher) Wednesday & Thursday (Independent)

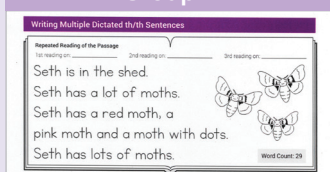
Speech-to-Print Task (from TimeSavers templates)



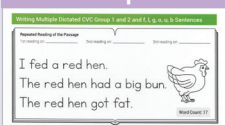
Wednesday - Friday

Repeated Reading & Phonic Dictation

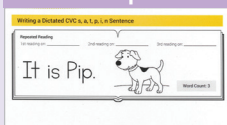
Group 1



Group 2



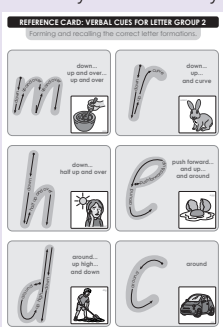
Group 3



Additional Adult Led Group Tasks

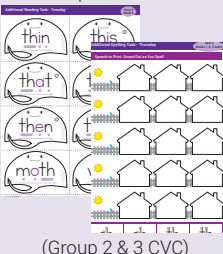
Monday - Friday

Letter formation tasks
Monday & Wednesday



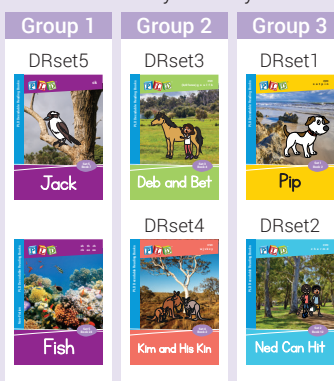
Reading & spelling tasks
Thursday

Group 1



(Group 2 & 3 CVC)

Decodable reading
Tuesday & Friday



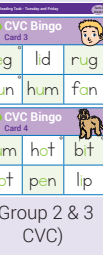
Group 1



Group 2



Group 3



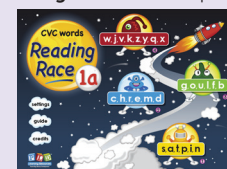
(Group 2 & 3
CVC)

Independent Tasks

Reading Race 1b Group 1



Reading Race 1a Group 2 & 3



Implementing PLD's SSP in Foundation (Term 2, 3 & 4)

Overview of the Weekly Literacy Block Tasks (using Starter Packs)

Scan here
for Foundation
Starter Packs



It is recommended that the PLD SSP program is taught for between 30 and 45 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 Foundation literacy block is as follows, with provisions being made for groups 1, 2, and 3 students.

Monday, Tuesday, Wednesday, Thursday, Friday

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
Group 1 Source: HFV	Group 1 Source: SP1 Flipbook	
Group 2	Group 2	
Group 3	Group 3 Source: CCal	

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

Explain what are you learning this week? Apply the learning to 3 words from each list.

Group 1	Group 2	Group 3 (in class)

Source of Lists: from SSPs1 (Timesavers stages 1 & 2)

Group 3 (with Additional Adult)

15 minute daily intensive intervention for difficulties in pre-literacy skills identified from screening.

CCal	L2B2	LS2
-------------	-------------	------------

Group Tasks Teacher & Assistant Tasks (approximately 20 minutes)

Teacher Led Group Tasks

Monday & Tuesday (Teacher) Wednesday & Thursday (Independent)

Speech-to-Print Task (from TimeSavers templates)

Group 3	Group 2	Group 1

Wednesday - Friday

Repeated Reading & Phonic Dictation

Group 1	Group 2	Group 3

Additional Adult Led Group Tasks

Monday - Friday

Letter formation tasks Monday & Wednesday

Reading & spelling tasks Thursday

Decodable reading Tuesday & Friday

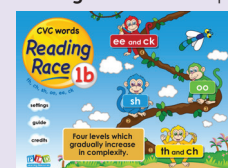
Group 1	Group 2	Group 3

Group 1

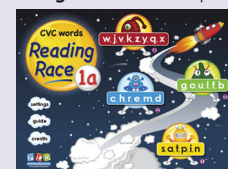
Group 2 & 3 CVC

Independent Tasks

Reading Race 1b Group 1



Reading Race 1a Group 2 & 3



Daily Review

Foundation Starter Pack

Demonstration Video

Term 2 Summary Overview



Term 2 continues to consolidate and extend the accuracy and efficiency of the Term 1 CVC skills. However, the demands of CVC skills increase within Term 2 as students apply CVC words in the context of rewriting dictated sentences and reading progresses from single words into passage reading. Students also progress from regular CVC words to simple irregular heart high-frequency words.

Tier 3 students, and those with poor alphabet knowledge and phonemic awareness skills, will require high-intensity daily targeted teaching.

Week	Phonological Awareness	Target Phonic Concepts	Letter Formation Level 1b	Adult Assisted Decoding & Encoding Tasks			♥ HFWs	Oral Language Event-Based News
				Phonic Word Lists	Phonic Dictation Writing Tasks	Reading & Spelling Tasks		
		 Code: CCa1	 Code: Miff2	 Code: SSPts1	 Code: Mfwa	 Code: Bsw1		 Code: Mn5
1	Drawing upon the screening results, segmentation may still require ongoing teaching. Daily targeting of blending & segmenting in the context of CVC words is encouraged.	Group 1 alphabet sounds.	 page 18 & 14	List 1 page 11	 pat tap nap tin pin pit	Page 26	 page 13 - 14	 Schedule short daily event-based news focused upon an event that occurred within the school day. The sentence outlining the event should consist of: Who? What? When? Where? Why? For example: "Today we drew a picture of our house because we were talking about where we live." "This morning we sang a song in music because we are practicing for our assembly." "Today the class went to the library so we could change our books."
2		 Ss Aa Tt	 page 10 & 12	List 2 page 11		Page 27		
3		 Pp Ii Nn	 page 16 & 20	List 3 page 12		Page 28	 Group 1 Tasks page 6-18	
4		Group 1 and Group 2 alphabet sounds.	 page 24 & 26	List 4 page 12	 cat am hat sad dad had	Page 29	 page 19 - 20	
5		 h d	 page 28 & 32	List 5 page 13		Page 30	 page 17 - 18	
6 Screen		 Ee Dd Cc	 page 34 & 30	List 6 page 13		Page 31		
7		Group 1, Group 2 and Group 3 alphabet sounds.	 page 40 & 38	List 9 page 15	 but hot cut got not lot	Page 32	 page 25 - 26	
8		 Ff Ll Gg	 page 44 & 42	List 10 page 15		Page 33	 page 23 - 24	
9		 Oo Uu Bb	 page 46 & 48	List 11 page 16		Page 34	 page 21 - 22	
10 Screen		Group 1, Group 2, Group 3 and Group 4 alphabet sounds.	 page 51 & 53		 yes wet jet yet vet kid	Page 35	 page 19 - 20	
		 Vv Kk	 page 55 & 57	List 15 page 18	 Extra Practice Pages 36-37	 Full alphabet Tasks page 50-76	 page 17 - 18	 Writing Templates:
		 Zz Yy Qq	 page 59 & 61					
		 q x	 page 63 & 65					

The Week 6 Screen: is recommended to identify the students who are responding to the targeted teaching and also to identify the students who are struggling to keep up with the rate of teaching and learning within the classroom. It is recommended that the Teacher (or Teaching/Education Assistant) focuses on the students who are not keeping up with their peers, on a daily basis.

Term 3 Summary Overview



Term 3 aims to extend decoding and spelling skills from CVC alphabetic words into the Stage 1 digraph concepts sh, ch, ck, th & th, wh, x, ee, short oo, long oo & qu. For many students, the beginnings of automatic whole-word reading commence, as students progress from sounding out each and every word to the emergence of some whole-word reading. As letter formation and spelling ability continue to develop it is appropriate to increase the focus on phonic dictation and writing.

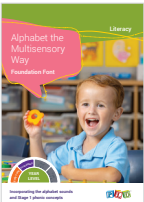
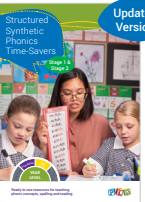
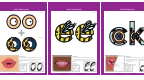
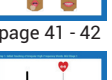
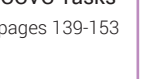
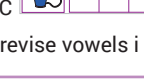
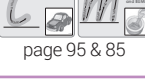
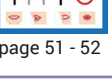
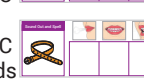
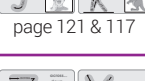
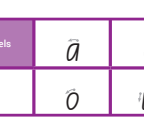
Week	Target Phonic Concepts	Letter Formation Level 2a	Adult Assisted Decoding & Encoding Tasks			HFws	Oral Language Three Step Recounts
			Phonic Word Lists	Phonic Dictation Writing Tasks	Reading & Spelling Tasks		
	Code: CCal	Code: Miff2	Code: SSpts1	Code: Mfwa	Code: Bsw1		Code: Mn5
1	Teach	page 79 & 75	List 18 page 19			page 35 - 36	Schedule daily short sessions which recount an activity which has been (or will) be completed. The retelling will consist of: • When? • What was made? • What was used? or • What was made? • What were the two steps? E.g. First I Following this I rather than the student verbalising - then and then and then! By Term 3, as single-word spelling skills have progressed, many students can utilise the oral language rehearsal as a springboard into writing. Writing Templates:
2	Teach	page 71 & 73	List 19 page 20			page 41 - 42	
3	Teach	page 77 & 81	List 21 page 21			page 39 - 40	
4	Revise	page 84 & 86	List 22 page 21			page 43 - 44	
5	Teach	page 88 & 92	List 28 & 30 pages 24 & 25			page 37 - 38	
6 Screen	Teach	page 94 & 90	List 26 page 23		page 51 - 52	page 45 - 46	
7	Teach	page 101, 105, 107	List 24 page 22			page 49 - 50	
8	Revise	page 97, 99, 103	List 26, 29 & 30 pages 23 & 25			page 47 - 48	
9	Teach	page 110, 112, 114, 120	List 32 page 26			page 53 - 54	
10 Screen	Teach	page 118, 116, 122, 124	List 23 & 31 page 22 & 26			page 55 - 56	

The Week 6 Screen: is recommended to identify the students who are responding to the targeted teaching and also to identify the students who are struggling to keep up with the rate of teaching and learning within the classroom. It is recommended that the Teacher (or Teaching/Education Assistant) focuses on the students who are not keeping up with their peers, on a daily basis.

Term 4 Summary Overview



Term 4 continues to consolidate Stage 1 digraphs from Term 3. Students accuracy and speed should continue to develop. In Term 4 students also progress onto CCVC and CVCC words at a reading, spelling, passage reading and phonic dictation level.

	Target Phonic Concepts	Letter Formation Level 2b	Adult Assisted Decoding & Encoding Tasks			♥ HFWs	Oral Language Narrative Recounts
			Phonic Word Lists	Reading & Spelling Tasks	Phonic Dictation Writing Tasks		
Week	 Code: CCa1	 Code: Miff2	 Code: SSPts1	 Code: Bsw1	 Code: Mfwa		 Code: PBr5
1	Revise 	 page 76 & 72	List 20 & 21 page 20 & 21	 page 48	 page 35 - 36	 Following multiple readings of a focus book over a period of a fortnight, students are given the opportunity to orally recount the picture book. The recount should consist of: • a beginning (When? Who? What? Where?), • 2 or 3 events, • and an ending. Late in the school year, the fortnight could conclude with the oral rehearsal work leading into written tasks. See templates available in First Writing Activities.	
2	Revise 	 page 78 & 82	Combine Lists 24, 27, 29 & 30 pages 22-25	 page 49	 page 41 - 42		
3	Revise 	 page 123 & 111	Combine Lists 23, 31 & 32 pages 22 & 26	 pages 75-137	 page 39 - 40		
4	Teach CCVC and revise vowels a & u 	 page 106 & 74	List 33 page 27	 page 51	 page 37 - 38		
5	Teach CCVC and revise vowels i & e 	 page 80 & 91	List 34 page 27	 page 52	 page 45 - 46		
6 Screen	Teach CCVC and revise reversible consonants (eg. b & d) 	 page 108 & 93	List 35 page 28	CCVC Tasks pages 139-153  page 53	 page 47 - 48		
7	Teach CVCC and revise vowels a & u 	 page 102 & 98	List 36 page 28	 page 54	 page 49 - 50		
8	Teach CVCC and revise vowels i & e 	 page 95 & 85	List 37 page 29	 page 55	 page 51 - 52		
9	Teach CCVC & CVCC words 	 page 121 & 117	List 38 page 29	CVCC Tasks pages 154-167  page 56	 page 53 - 54		
10 Screen	& revise vowels 	 page 119 & 125 Extra Practice 	List 39 page 30	 page 57	 page 55 - 56		

The Week 6 Screen: is recommended to identify the students who are responding to the targeted teaching and also to identify the students who are struggling to keep up with the rate of teaching and learning within the classroom. It is recommended that the Teacher (or Teaching/Education Assistant) focuses on the students who are not keeping up with their peers, on a daily basis.

Flash Words

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

Heart Words

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

VC an at
in it

CVC sat sit

VC am

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

CCVC step

VCC and



a I

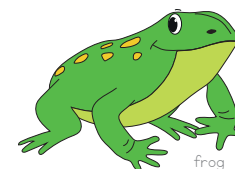
the is



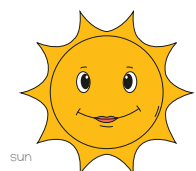
VC on us
up if

CVC bad top get cut
bag big dog but
bed pig got mum
leg bit hot run
sun fun lot not
let

CCVC from
stop
frog



as has
his of



CVC jet yes kid

CCVC swim

was for

High frequency word lists are based on an amalgamation of high frequency lists commonly used in Australia. Our unique approach allows children to learn more high frequency words with less effort by teaching the right words at the right time and in the right way.
© PLD Organisation Pty. Ltd. ISBN 978-1-925769-45-6 See our Copyright Terms of Use at <https://pld-literacy.org/copyright>

Download the [High Frequency Words charts](#)

Flash Words

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

Heart Words

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

sh fish wish
shot shop

ch much chip
such lunch

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

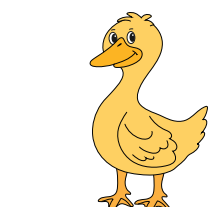
ck back pick
duck sick
kick black

qu queen



th than this
that with
them think
then thank

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



wh when which

x box six
fox

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

me we
be she
he

to who
do into

are you



High frequency word lists are based on an amalgamation of high frequency lists commonly used in Australia. Our unique approach allows children to learn more high frequency words with less effort by teaching the right words at the right time and in the right way.
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Term 1	Term 2	Term 3	Term 4
Speaking in Grammatically Correct and Lengthy Sentences Whole Class Instruction (5-10 minutes daily)			
Description	Event-Based News Recounts	Activity Recounts	Narrative Rewrites and Generation
Schedule daily 5 - 10 minute sessions. Rather than students bringing objects in from home, the descriptions are more appropriately based upon semantic groups. It is recommended that plastic objects are utilised to assist with the descriptions. Descriptions should be based upon the following examples: - Week 1 & 2: Australian Animals - Week 3 & 4: Transport - Week 5 & 6: Mini-beasts (or insects) - Week 7 & 8: Furniture - Week 9 & 10: Objects brought in from home Program: Mn5	Schedule short daily event-based news focused upon an event that occurred within the school day. The sentence outlining the event should consist of: Who? What? When? Where? Why? (with a... because... so...). For example: "Today we drew a picture of our house <u>because</u> we were talking about where we live." "This morning we sang a song in music <u>because</u> we are practicing for our assembly." "Today the class went to the library <u>so</u> we could change our books." Program: Mn5	Schedule daily short sessions which recount an activity which has been (or will) be completed. The retell will consist of: - When? - What was made? - What was used? ... or ... - What was made? - What were two steps? E.g. First I ... Following this I rather than the student verbalising - then and then and then! By Term 3 as single word spelling skills have progressed, many students can utilise the oral language rehearsal as a springboard into writing. Program: Mn5 (and Mfwa for writing templates)	Following multiple readings of a focus book over a period of a fortnight, students are given the opportunity to demonstrate their picture book retell ability. The retell should consist of a beginning (When? Who? What? Where?), 2 or 3 events and an ending. So late in the school year, the fortnight could conclude with the oral rehearsal work leading into written tasks. Program: Pbr5 (and Mfwa for writing templates)

Vocabulary and Semantic Development

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

Vocabulary & Syntax	Vocabulary & Semantics
Explicit Instruction Vocabulary with carrier sentences are to be modelled by adults. The children can copy and then self generate on the basis of the following semantic categories: TERM 1 - Fruit and Vegetables - Under the Sea - Weather and Seasons TERM 2 - Animals - Mini-beasts (or Insects) - Jobs people do (or Occupations) Supplement the program cards with semantic-based plastic items so that the enjoyment is maximised while engaging in repeated oral language practice. Program: 10m5	Explicit Instruction Presentation of scripted questioning on the basis of the following semantic categories: TERM 3 - The Zoo - Transport - At Home - Food - School TERM 4 - Australian Animals - Clothes - Under the Sea - A Birthday Party Program: Sem5

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

Scripted Picture Book Comprehension Questions

Instructions

Provide a book with its corresponding scripted question card each week. Program: Mc5
Parent training video located at: <https://pld-literacy.org/product/comprehension-questions-for-5-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.



Term 1

Term 2

Term 3

Term 4

Gross Motor: Promoting Core Strength and Good Posture

Repeated Practice of:

- Ball kicking, throwing and catching
- Hopping and skipping activities
- Balancing on one foot at a time

Repeated Practice of:

- Monkey bars and complex obstacle courses
- Team ball sports
- Tiptoe walking

Repeated Practice of:

- Core strength activities – e.g. tug of war, scooter board games, fit ball activities

Repeated Practice of:

- Core strength activities – e.g. carrying bucket of bean bags, knee walking, 'Simon Says' game

Fine Motor: Promoting Functional Pencil Grasp and Efficient Handwriting

Repeated Practice of:

- Threading small beads, tweezer and tong activities
- Using dominant and helper hand together
- Letter formation emphasising verbal cues, starting points and direction

Repeated Practice of:

- Scissors - using correct grasp to cut complex shapes and curves
- Drawing a person with at least 6 body parts
- Letter formation emphasising verbal cues, starting points and direction

Repeated Practice of:

- Scissors - using correct grasp to cut complex shapes and curves
- Using correct pencil grasp with helper hand holding paper steady
- Letter formation emphasising correct formation and line placement

Repeated Practice of:

- Scissors - using correct grasp to cut complex shapes and curves
- Using correct pencil grasp with helper hand holding paper steady
- Letter formation emphasising correct formation and line placement

General Letter Formation

(with an emphasis on starting points and verbal cues)

Explicit Instruction over Terms 1 & 2 of letter formation from MLFF2. Level 1a tasks in Term 1 and level 1b tasks in Term 2 follow this weekly sequence:

- Week 1 - 3: Group 1: s, a, t, p, i, n
- Week 4 - 6: Group 2: m, r, c, h, e, d
- Week 7 - 9: Group 3: g, o, u, l, f, b
- Week 10: Group 4: w, v, x, y, j, k, z, q

Progress Check (optional): Foundation Screening & Tracking Manual - Subtests 4a, b, c & d.

Refined Letter Formation

(with an added emphasis on line placement)

Explicit Instruction over Terms 3 & 4 of letter formation from MLFF2. Level 2a tasks in Term 3 and level 2b tasks in Term 4 follow this weekly sequence:

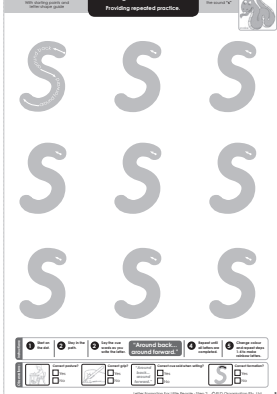
- Week 1 - 3: Group 1: s, a, t, p, i, n
- Week 4 - 6: Group 2: m, r, c, h, e, d
- Week 7 - 9: Group 3: g, o, u, l, f, b
- Week 10: Group 4: w, v, x, y, j, k, z, q

SEMESTER 1 TEMPLATES

TERM 1

Forming Rainbow Letters

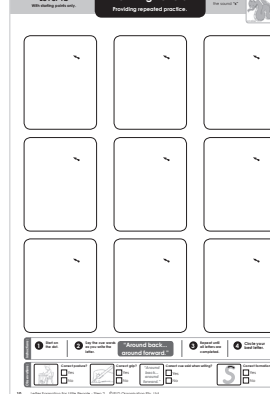
Providing repeated practice



TERM 2

Forming Letters

Providing repeated practice

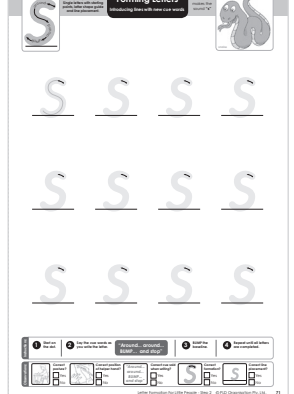


SEMESTER 2 TEMPLATES

TERM 3

Forming Letters

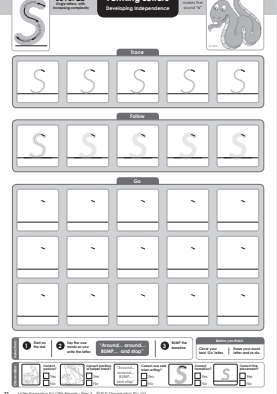
Providing repeated practice



TERM 4

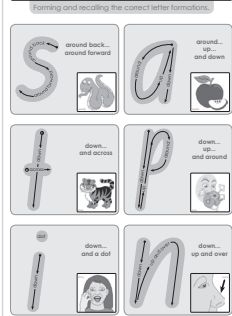
Forming Letters

Providing repeated practice

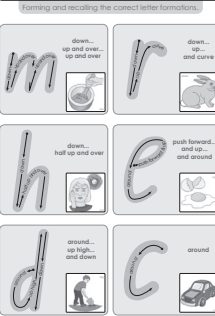


PLD's Structured Synthetic Phonics (SSP) alphabet letter of presentation order is matched with the letter formation order. In this way, when learning the alphabet sounds students are simultaneously learning to write the alphabet sounds.

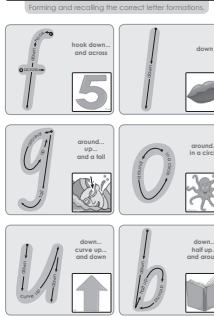
REFERENCE CARD: VERBAL CUES FOR LETTER GROUP 1



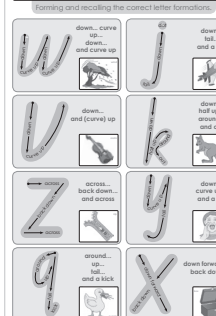
REFERENCE CARD: VERBAL CUES FOR LETTER GROUP 2



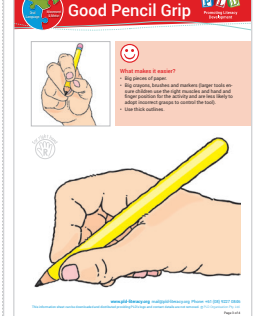
REFERENCE CARD: VERBAL CUES FOR LETTER GROUP 3



REFERENCE CARD: VERBAL CUES FOR LETTER GROUP 4



Good Pencil Grip



FULL YEAR

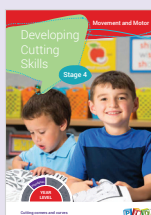
FULL YEAR FINE AND GROSS MOTOR

PARENT EDUCATION DOWNLOADS

CLASSROOM POSTER



Letter Formation for Little People Step 2 - Code: Mlff2



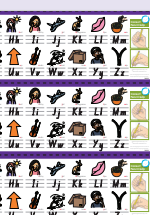
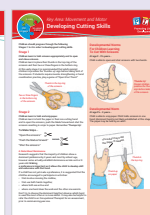
Developing Cutting Skills: Step 4 - Code: Mcs4



Preparing Children for Handwriting: Step 1 - Code: Mhu4



Preparing Children for Handwriting: Step 2 - Code: Mprd



Am I Ready to Handwrite? - Code: Phw

Available for download at:
<https://pld-literacy.org/downloadable-literacy-resources/>

Bundle and Save with PLD's Foundation Starter Packs

PLD's evidence-based programs are available in Starter Packs. [Each Starter Pack](#) contains a 15% discount. These recommended programs are essential to successful implementation of the teaching sequences outlined in this manual.



Essential Foundation Literacy Starter Pack - Code: EFL1



Essential Foundation Oral Language Starter Pack - Code: EFOL



Ultimate Literacy & Oral Language Foundation Starter Pack - Code: EFUSP

PLD Integrated Foundation SSP Kit



Scan here for Integrated Foundation SSP Kit



PLD's Reading & Spelling Apps

PLD's range of reading and spelling apps are designed for repeated practice of early literacy skills and are ideal for both classroom and home use. The apps are fun and engaging.



Semester 1 Apps

Stage 1 Target 1: CVC Reading & Spelling



Semester 2 Apps

Stage 1 Target 2: 'sh', 'ch', 'th', 'oo', 'ee', 'ck' Reading & Spelling



Stage 1 Target 3: CVCC & CCVC Reading & Spelling



Foundation Price List



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/>.

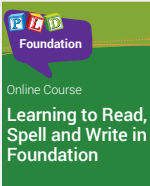
SSPKitF	Integrated SSP Kit for Foundation	Full Kit inc. GST \$825.00	
Website Codes (add "e" for eBook & "es" for license)	PLD Program or Resource Title	Hard Copy Price inc. GST	School License Annual Price
PLD Starter Packs (Includes 20% discount on the program cost)			
EFL1	Essential Foundation Literacy Starter Pack Includes: L2b2, L2s, Ccal, Bsw1, Mlff2, CCfsw, CCfrw, Mfwa, SSpts1, Wsn	\$637.50- \$627.76	
EFOL	Essential Foundation Oral Language Starter Pack Includes: Mn5, Mc5, 10m5, Sem5	\$330.00- \$280.52	
EFUSP	Ultimate Literacy & Oral Language Foundation Starter Pack Includes: L2b2, L2s, Ccal, Bsw1, Mlff2, CCfsw, CCfrw, Mfwa, Mn5, Mc5, 10m5, Sem5, SSpts1, Wsn	\$967.50- \$908.28	
Literacy			
CCal	Alphabet the Multi Sensory Way - Foundation Font (Full year program) Essential Program	\$75.00	
CCalc	Alphabet the Multi Sensory Way - Cursive Font (Full year program)	\$75.00	
L2b1	Learning to Blend Onset & Rime (Term 1 program)	\$75.00	
L2b2	Learning to Blend Three Phonemes (Term 1 program) Essential Program	\$75.00	
CCpfr	Preparing for Reading (Term 1 program)	\$82.50	
L2s	Learning to Segment CVC Words (Term 1 program) Essential Program	\$75.00	
CCpfs	Preparing for Spelling (Term 1 program)	\$82.50	
CCfrw	First Reading Words Essential Program	\$82.50	
CCfsw	First Spelling Words - Set 1 (Term 2 program) Essential Program	\$82.50	
CCfsw2	First Spelling Words - Set 2 (Semester 2 program)	\$82.50	
Bsw1	Decoding and Spelling Games - Stage 1 (Term 2, 3 & 4 program) Essential Program	\$82.50	
Mfwa	First Writing Activities (Semester 2 program) Essential Program	\$82.50	
SSpts1	Structured Synthetic Phonics Timesavers Stage 1 & 2 Essential Program	\$82.50	
Wsn	Wikki Stix, neon Essential Program	\$18.50	
G1	Stage 1 Phonic Bingo Games (Full year program)	\$55.00	
Bpsw	Phonic and Sight Word Sequence - Fourth Edition (Full year resource)	\$82.50	
SWCf	Phonic Sound Wall Charts for Foundation (Full year display items)	\$55.00	
Chale	Alphabet Sound Charts - Foundation Font (Full year display items) - only an e version and school license version is available		
Chph1e	Phonic Charts - Stage 1 (Full year display items) - e version only		
Decodable Reading Books			
Semester 1			
DRs1	PLD Decodable Reading Books (Set 1 – CVC s, a, t, p, i, n)	\$125.00	
DRs2	PLD Decodable Reading Books (Set 2 – CVC c, h, e, r, m, d)	\$125.00	
DRs3	PLD Decodable Reading Books (Set 3 – CVC g, o, u, l, f, b)	\$200.00	
DRs4	PLD Decodable Reading Books (Set 4 – CVC w, j, v, k, z, y)	\$200.00	
DRs5	PLD Decodable Reading Books (Set 5 – ck sh ch th oo ee qu wh x)	\$200.00	
DRs6	PLD Decodable Reading Books (Set 6 – CCVC CCVC CCVC CCVC)	\$200.00	
HRset1	Home Reading Book (Set 1): VC & CVC Words (31 titles)	\$270.00	
AddHRset1	Additional Home Reading Books (Set 1): VC & CVC Words (25 titles)	\$220.00	
SRmulti1	Fiction & Non-Group Reading Book (Set 1): VC & CVC Words (60 books, 6 copies of the 10 titles)	\$520.00	
DLset1	Dandelion Launchers (Set 1): VC and CVC focus (28 titles)	\$170.00	
DRset1	Dandelion Readers (Set 1): CVC focus & adjacent vowels (30 titles)	\$180.00	
Semester 2			
HRset2	Home Reading Book (Set 2): CVC, CCVC & CVCC Words (28 books)	\$265.00	
AddHRset2	Additional Home Reading Books (Set 2): CVC, CCVC, CVCC & Stage 1 Phonics (25 books)	\$235.00	
DLset2	Dandelion Launchers (Set 2): Stage 1 Target 2 Digraphs & Stage 1 Target 2 CCVC & CVCC Words (32 titles)	\$190.00	
DRset2	Dandelion Readers (Set 2): Stage 1 Target 2 Digraphs & Stage 1 Target 3 CCVC & CVCC Words (20 titles)	\$120.00	
SRmulti2	Fiction Group Reading Book (Set 1): CVC, CCVC & CVCC Words (60 books, 6 copies of the 10 titles)	\$550.00	
NFmulti2	Non-Fiction Group Reading Books (Set 2): CVC, CCVC & CVCC Words (60 books, 6 copies of the 10 titles)	\$550.00	

Prices vary according to school size. Check website for details.

Foundation Price List



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Website Codes (add "e" for eBook & "es" for license)	PLD Program or Resource Title	Hard Copy Price inc. GST	School License Annual Price inc. GST
Oral Language			
Mn5	Developing News Telling & Narrative Skills for 5 Year Olds (Full year program)	Essential Program	\$82.50
Pbr5	Picture Book Retelling - Step 2 (Term 4 program)		\$82.50
AR35	Activity Retells for 3-5 Year Olds (Term 3 program)		\$82.50
Mc5	Comprehension Questions for 5 Year Olds (Full year home program)	Essential Program	\$82.50
10m5	10 Minute Language Games - Set 2 (Students with language delays, Semester 1)	Essential Program	\$82.50
Sem5	Semantic Scenes and Questioning - Set 2 (Students with language delays, Semester 2)	Essential Program	\$82.50
Ssd	Speech Development Screen (Students with speech errors)		\$82.50
Movement & Motor			
Mlff2	Letter Formation for Little People - Foundation Font - Step 2 (Full year program)	Essential Program	\$82.50
CCaft	Alphabet Finger Tracing & Rainbow Writing (Full year program)		\$55.00
Mcs4	Developing Cutting Skills - Stage 4 (Full year program)		\$82.50
Mprd	Preparing Children for Handwriting - Step 2 (Semester 1 program)		\$82.50
 Online Course Learning to Read, Spell and Write in Foundation Professional Development Options Perth-Based Seminar (& online seminars): Implementing PLD in Foundation \$219-249.00 Online Course: Learning to Read, Spell & Write in Foundation \$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			

Prices vary according to school size. Check website for details.

Notes:

Once you have
selected the titles
required, order
directly here:



PLD's Decodable Reading Books

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

Decodable Reading Books for Foundation

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

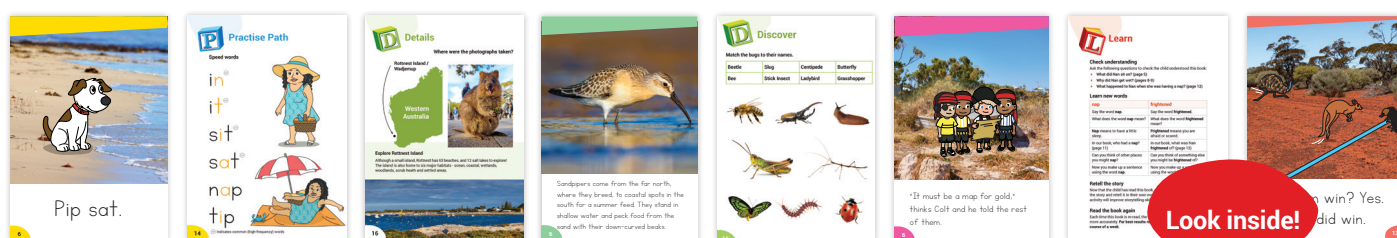


For more information visit
<https://pld-literacy.org/decodables>



Decodable Reading Books for Year 1

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



Look inside!

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