Screening & Tracking Manual

Early Years

Kindergarten (WA, QLD, SA, TAS)
Preschool (ACT, NT, NSW, VIC)

What to screen?

When to screen?

How to screen?

How to report on data?

Literacy

Oral Language

Movement & Motor

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

2026 Version

Contents

How to Use the Early Years Screening & Tracking Manual

What is Included in this Early Years Screening & Tracking Manual? 3

How to Monitor Progress with PLD? 3

How to Get Started with PLD's Screening & Tracking? 3

Using the PLD Tracking Sheets in the Early Years 4

Overview of the Early Years Literacy Assessment 5

When to Schedule PLD's Early Years Screening 6

Targeting Literacy Over the Full Year

How to Conduct PLD's Pre-Literacy Screening

Phonological and Phonemic Awareness Subtests

Term 1 Syllable Segmentation (phonological awareness) Instructions & Test Items 8

Term 2 Initial Sound Awareness (phonemic awareness) Instructions & Test Items 9

Term 3 Onset and Rime Blending (phonological awareness) 10

Term 4 Lending 3 Sounds (phonemic awareness) Instructions & Test Items 10

Alphabet Sound Recall (phonics)

Term 3 Lower-case Group 1 & 2 Alphabet Sound Recall 11

Term 4 Lower-case Group 1, 2 & 3 Alphabet Sound Recall (phonics) Instructions & Test Items 11

Lower-Case Letter Formation (handwriting)

Term 3 Lower-case Group 1 Alphabet Sound Recall & Formation 12

Term 4 Lower-case Group 2 Alphabet Sound Recall & Formation Test Items 12

Appendix

Early Years Pre-Literacy Screen (to be duplicated for each child) ..... 13 - 17

Glossary of Terms 18

How to Use the Screening & Tracking Manual

What is Included in This Early Years Screening & Tracking Manual?

The Early Years Screening & Tracking Manual outlines step-by-step instructions for teachers that include what and when to screen, the materials required and time allocations.

We recommended that the screens are administered following a solid period of repeated targeted instruction. In this way, the screens function as a check-in on progress.

Keep in mind that it may be appropriate for schools to adapt the timing of the skills depending upon the demographics of the school community and the associated student entry levels to the school.

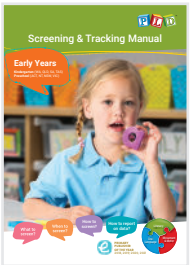
How to Monitor Progress with PLD?

PLD provides free-to-download Early Years to Year 6 Tracking Sheets. It is recommended that each class implementing PLD programs and screening take the next step to report on their implementation through use of the tracking sheets. The results from the paper based screening tools are recorded in individual tracking sheets. An instructional video for setting up the tracking sheets is located at: https://pld-literacy.org/foundation-getting-started-with-pld/

How to Identify Students Who Are Delayed or Advanced?

PLD recognises that every class presents with a range in ability. It is expected that with the delivery of effective repeated targeted instruction the majority of students should acquire skills as outlined within the Teaching Sequence Manual. However, it is also likely that there will be a small group of students who may advance faster than the schedule of skills and also a group that may lag behind in skill acquisition. In an effort to cater for the range in ability, it is recommended that each class implementing PLD identifies (on the basis of the screening) three targeted teaching groups. An instructional video for utilising the tracking sheets to establish three targeted teaching groups is located at: https://pld-literacy.org/early-years-getting-started-with-pld/

PLD's Early Years Teaching Sequence Manual applied in conjunction with this Early Years Screening & Tracking Manual and consistent tracking will facilitate increased student outcomes and a higher degree of consistency across classrooms.



Tier 3 5 - 10%

Highly Personalised Paired Teaching
- Teaching further increases in frequency and intensity
- Additional activities in catch-up programs
- Groups of 3 or less

Tier 2 10 - 15%

Additional Small Group Teaching
- Teaching increases in frequency and intensity
- Additional activities in catch-up programs
- Small groups of students

Tier 1 75 - 85%

Quality Whole Class Teaching
- Whole class instruction
- Three Targeted Teaching Groups
  - **Group 1:** following the Teaching Sequence
  - **Group 2:** following catch-up programs
  - **Group 3:** following catch-up programs

How to Get Started With PLD's Screening & Tracking?

- Step 1: Complete the Pre-literacy in the early years online course.
- Step 2: Download the Early Years Teaching Sequence Manual.
- Step 3: Download this Early Years Screening & Tracking Manual.
- Step 4: Register for, download and set up the PLD Tracking Sheets on a classroom or whole school level.
- Step 5: Review the Early Years Teaching Sequence Manual for where to start teaching and this Screening & Tracking Manual for details on your first progress check.

Scan here for Early Years Resources

© PLD Organisation Pty. Ltd.

Using the PLD Tracking Sheets

Scan here for the Early Years Tracking Video

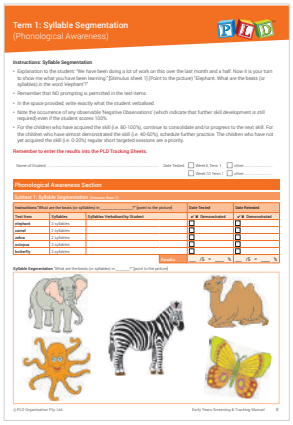
The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the Early Years Teaching Sequence Manual with the screening process outlined in this manual. Through mid and end of term progress checks, children's abilities are plotted onto the tracking sheets, creating three groups, which form the basis of the targeted teaching. This process enables the classroom teacher to report on skill development of the class and simultaneously establish an implementation plan.

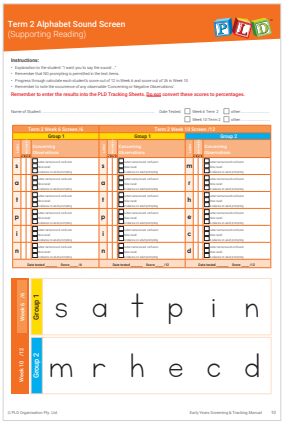
How to Get Started Using the PLD Tracking Sheets

- **Step 1: Download and set up the tracking sheets** using the following link: https://pld-literacy.org/plds-tracking-sheets/. The tracking sheets should be converted into a 'cloud-based' format. Each class is allocated a different tab.
- **Step 2: What to teach? When to teach?** Each day, schedule multiple explicit short sessions, as outlined in the Early Years Teaching Sequence Manual.
- **Step 3: What to screen? When to screen? How to screen?** During Week 6 and again in Week 10, schedule progress checks through the presentation of short subtests, as outlined on pages 7 - 12 of this Manual.
- **Step 4: Enter the results in the PLD Tracking Sheets.** A sample entry for Early Years has been outlined below.
- **Step 5: How to create a class profile and three targeted teaching groups?** Watch the Early Years PLD Tracking Sheets video https://pld-literacy.org/early-years-getting-started-with-pld/ for an explanation on how to process the test results and adjust the order of the children by establishing three targeted teaching groups.

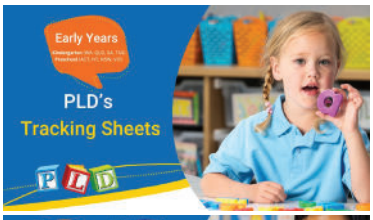
What to teach? When to teach?

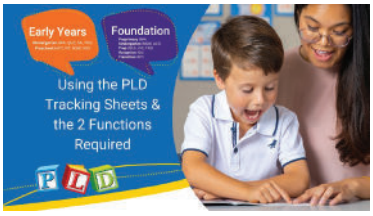
What to screen? When to screen? How to screen?





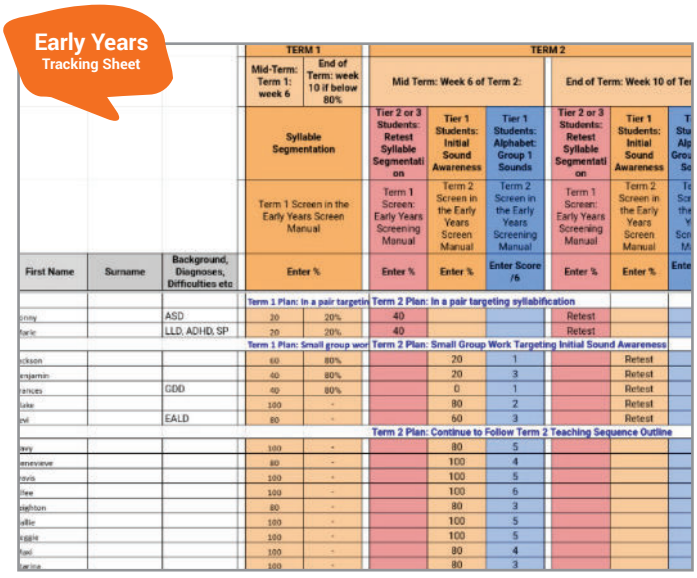
How to create a class profile and three targeted teaching groups?





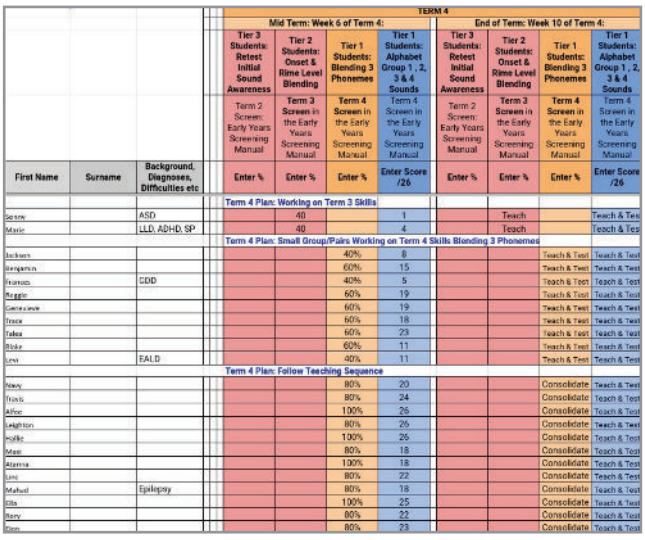
An Example of the Class Profile with Three Targeted Teaching Groups

This also serves to report on student skill development and PLD implementation.



			TERM 1		TERM 2					
			Mid-Term: Term 1: week 6	End of Term: week 10 if below 80%	Mid Term: Week 6 of Term 2:			End of Term: Week 10 of Ter		
			Syllable Segmentation		Tier 2 or 3 Students: Retest Syllable Segmentation	Tier 1 Students: Initial Sound Awareness	Tier 1 Students: Alphabet: Group 1 Sounds	Tier 2 or 3 Students: Retest Syllable Segmentation	Tier 1 Students: Initial Sound Awareness	T Stu Alp Grou Sc
			Term 1 Screen in the Early Years Screen Manual		Term 1 Screen: Early Years Screening Manual	Term 2 Screen in the Early Years Screen Manual	Term 2 Screen in the Early Years Screening Manual	Term 1 Screen: Early Years Screening Manual	Term 2 Screen in the Early Years Screen Manual	Te Sc the Y Scr M
First Name	Surname	Background, Diagnoses, Difficulties etc	Enter %		Enter %	Enter %	Enter Score /6	Enter %	Enter %	Ente
			Term 1 Plan: In a pair targetin		Term 2 Plan: In a pair targeting syllabification					
nny		ASD	20	20%	40			Retest		
arie		LLD, ADHD, SP	20	20%	40			Retest		
			Term 1 Plan: Small group wor		Term 2 Plan: Small Group Work Targeting Initial Sound Awareness					
ickson			60	80%		20	1		Retest	
enjamin			40	80%		20	3		Retest	
rances		GDD	40	80%		0	1		Retest	
ake			100	-		80	2		Retest	
vi		EALD	80	-		60	3		Retest	
					Term 2 Plan: Continue to Follow Term 2 Teaching Sequence Outline					
ary			100	-		80	5			
eneviève			80	-		100	4			
avis			100	-		100	5			
ee			100	-		100	6			
ighton			80	-		80	3			
ellie			100	-		100	5			
ggie			100	-		100	5			
ael			100	-		80	4			
atrice			100	-		80	3			

Term 2



			TERM 4							
			Mid Term: Week 6 of Term 4:				End of Term: Week 10 of Term 4:			
			Tier 3 Students: Retest Initial Sound Awareness	Tier 2 Students: Onset & Rime Level Blending	Tier 1 Students: Blending 3 Phonemes	Tier 1 Students: Alphabet Group 1, 2, 3 & 4 Sounds	Tier 3 Students: Retest Initial Sound Awareness	Tier 2 Students: Onset & Rime Level Blending	Tier 1 Students: Blending 3 Phonemes	Tier 1 Students: Alphabet Group 1, 2, 3 & 4 Sounds
			Term 2 Screen: Early Years Screening Manual	Term 3 Screen in the Early Years Screening Manual	Term 4 Screen in the Early Years Screening Manual	Term 4 Screen in the Early Years Screening Manual	Term 2 Screen: Early Years Screening Manual	Term 3 Screen in the Early Years Screening Manual	Term 4 Screen in the Early Years Screening Manual	Term 4 Screen in the Early Years Screening Manual
First Name	Surname	Background, Diagnoses, Difficulties etc	Enter %	Enter %	Enter %	Enter Score /26	Enter %	Enter %	Enter %	Enter Score /26
			Term 4 Plan: Working on Term 3 Skills							
Sarah		ASD		40		1		Teach		Teach & Tes
Marie		LLD, ADHD, SP		40		4		Teach		Teach & Tes
			Term 4 Plan: Small Group/Pairs Working on Term 4 Skills Blending 3 Phonemes							
Jackson					40%	8			Teach & Test	Teach & Test
Benjamin					60%	15			Teach & Test	Teach & Test
Frances		GDD			40%	5			Teach & Test	Teach & Test
Reggie					60%	19			Teach & Test	Teach & Test
Geneviève					60%	19			Teach & Test	Teach & Test
Trace					60%	18			Teach & Test	Teach & Test
Talisa					60%	23			Teach & Test	Teach & Test
Blake					60%	11			Teach & Test	Teach & Test
Levi		EALD			40%	11			Teach & Test	Teach & Test
			Term 4 Plan: Follow Teaching Sequence							
Navy					80%	20			Consolidate	Teach & Test
Travis					80%	24			Consolidate	Teach & Test
Alfie					100%	26			Consolidate	Teach & Test
Leighton					80%	26			Consolidate	Teach & Test
Hollie					100%	26			Consolidate	Teach & Test
Maeli					80%	18			Consolidate	Teach & Test
Alanna					100%	18			Consolidate	Teach & Test
Lina					80%	22			Consolidate	Teach & Test
Mahad		Epilepsy			80%	18			Consolidate	Teach & Test
Ella					100%	25			Consolidate	Teach & Test
Rory					80%	22			Consolidate	Teach & Test
Ryan					80%	23			Consolidate	Teach & Test

Term 4

Literacy Full Year Plan

PHONOLOGICAL AWARENESS

Term 1

Phonological Awareness Skill 1: **Syllable Blending & Segmentation**

- *Two and three syllable words*

Explicit Instruction

Over Weeks 1-10 of Term 1, teach the skill of syllable blending & segmentation. This will consist of whole class and small group work.

Typically, children require three or four three minute instruction sessions each day.

Progress Check

In Week 6, review skill development with the presentation of Subtest 1 in the Early Years Pre-Literacy Screen.

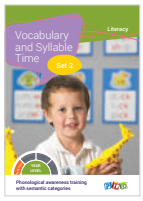
Catering for the Range in Ability

Using the data collected, establish three targeted teaching groups and schedule small group sessions with a more specific focus.

- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to next skill.
- For the children who have not yet acquired the skill, regular short targeted sessions are a priority.

Vocabulary & Syllable Time:

Set 1 - Code: Vst1



Set 2 - Code: Vst2

Term 2

Phonological Awareness Skill 2: **Initial Sound Awareness**

- *Continuant Sound Awareness*
- *Stop Sound Awareness*

Explicit Instruction

Over Weeks 1-10 of Term 2, teach the skill of initial continuant sounds ("SSSSun starts with a … ?") and initial stop sounds ("Table starts with a ..?"). Typically students require three or four instruction sessions each day. This should be delivered to the whole group and within small group rotations.

Progress Check

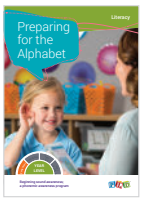
In Week 6, following the intensive instruction period, review skill development through the presentation of Subtest 2 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, adjust the targeted teaching groups. For the children (i.e. 80-100%) who have acquired the skill, continue to consolidate and progress to next skills.

- For children who have not acquired the skill, targeted sessions will be required.

Preparing for the Alphabet:

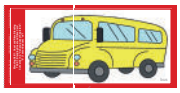


Code: CCpfa

Term 3

Phonological Awareness Skill 3: **Blending**

- *Onset and Rime Blending*



Explicit Instruction

Over Weeks 1-10 in Term 3, schedule regular whole group and small group onset and rime blending instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day, in addition to whole class and small group teaching time.

Progress Check

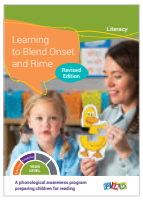
In Week 6, review blending onset and rime skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, refine the three ability groups and schedule small group targeted sessions. For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill.

- For children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Onset and Rime:



Code: L2b1

Preparing for Reading:

Code: CCpfr

Term 4

Phonemic Awareness Skill 3: **Blending**

- *Three Phoneme Blending*

Explicit Instruction

Over Weeks 1-10 in Term 4, schedule regular whole group and small group blending three phoneme instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day, in addition to whole class and small group teaching time.

Progress Check

In Week 6, review three phoneme blending skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, refine the three ability groups and schedule small group targeted sessions.

- For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill.
- For children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Three Phonemes:

Code: L2B2

ALPHABET

Term 2

Term 2

- *Teach Group 1 s, a, t, p, i, n*

Term 3

Term 3:

- *Revise Group 1*
- *Teach Group 2: c, h, e, r, m, d*

Term 4

Term 4:

- *Revise Group 1 & Group 2*
- *Teach Group 3: g, o, u, l, f, b*

Alphabet Sound Knowledge (lower-case letter focus)

Alphabet Sound Recall (for reading) & Alphabet Formation (for spelling)

Explicit Instruction

Over a six week block, teach the six alphabet sounds from the teaching sequence. Typically, children require four three minute instruction sessions each day.

It is important to also integrate corresponding letter formation while learning these sounds. So when learning to recognise the sounds, children are simultaneously learning to write the sounds.

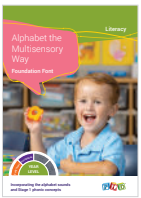
Progress Check

In week 6, remember to screen alphabet knowledge using the relevant Subtests in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, adjust the ability groups for the children who have acquired the sounds (and are ready to progress). For the children who are not acquiring alphabet sounds at the pace of their peers, schedule regular targeted sessions.

Alphabet the Multi Sensory Way



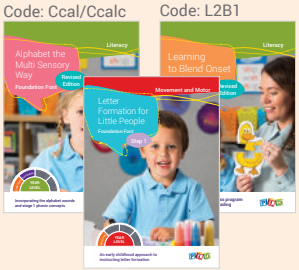
Code: Ccal/Ccalc

Letter Formation for Little People

Code: MIff

When to Schedule PLD's Screening

Scan here for the Early Years Screening

	Term 1	Term 2	Term 3	Term 4
Teaching Phases Weeks 1-10	**Explicit Teaching Phase** Set 1 - Code: Vst1 Set 2 - Code: Vst2	**Explicit Teaching Phase** Code: CCpfa Code: Ccal/Ccalc	**Explicit Teaching Phase** Code: Ccal/Ccalc Code: L2B1  Code: MIff	**Explicit Teaching Phase** Code: Ccal/Ccalc Code: L2B2 Code: MIff
Midterm screen e.g. by the end of Week 6	**One minute progress check screen** Term 1: • Syllable Segmentation. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.	**Short progress check screens** Term 2: • Verbalisation of Initial Phoneme. • Group 1 Alphabet Sounds /6. • Group 1 of Alphabet Sounds Recall & Formation /6. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.	**Short progress check screens** Term 3: • Onset & Rime Blending. • Group 1 & 2 Alphabet Sounds /12. • Group 1 & 2 Alphabet Sounds Recall & Formation /12. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.	**Short progress check screens** Term 4: • Onset & Rime Blending & Blending Three Phonemes. • Group 1, 2 & 3 Alphabet Sounds /18. • Group 1, 2 & 3 Alphabet Sounds Recall & Formation /18. **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.
Final week of term e.g. Week 10	**For children who scored below 80% in their mid-term progress check:** Repeat the relevant subtest (as above). **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups and set differentiated learning foci for Term 2. *Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.*	**For children who scored below 80% in their mid-term progress check:** Repeat the relevant subtest (as above). **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups and set differentiated learning foci for Term 3. *Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.*	**For children who scored below 80% in their mid-term progress checks:** Repeat the relevant subtests (as above). **Reporting** • Populate tracking sheet with student results. • Cluster class into three targeted teaching groups and set differentiated learning foci for Term 4. *Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.*	**For children who scored below 80% in their mid-term progress checks:** Repeat the relevant subtests (as above). **Reporting** • Populate tracking sheet with student results. *Following small group targeted teaching in Weeks 7 to 10, children will typically show increases in skill acquisition between the midterm and end of term screens.* Prepare student tests for handover to next year's teacher.

© PLD Organisation Pty. Ltd.

How to Conduct Pre-Literacy Screening

Scan here for the Early Years Screening

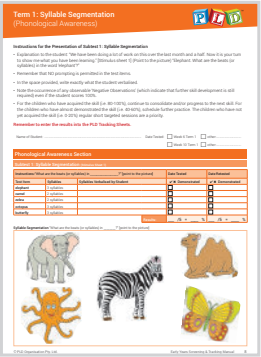
The Early Years Pre-Literacy Screens have been designed to profile the acquisition of core literacy precursor skills that will impact later reading, spelling and phonic development. The screens focus on two main skills:

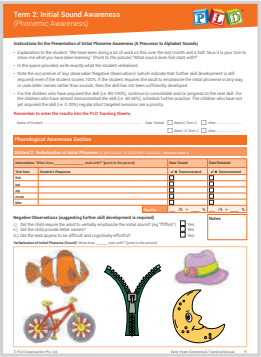
1. **Phonological Awareness:** the ability to attend to the phonological structure or sound structure of words.
2. **Alphabetic Knowledge:** or more specifically letter-sound identification and the ability to recall and form the alphabet sounds.

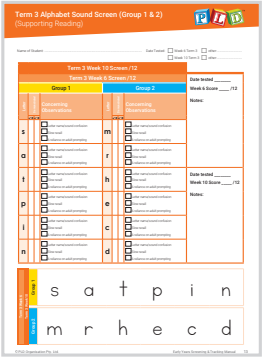
Both skills have been identified in education, speech pathology, educational psychology and dyslexia research as predictors of success and difficulties in reading performance.

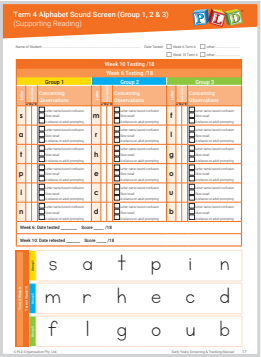
Materials Required:

Coloured pen









Preparation:

Duplicate the Student Record Form located on pages 8 - 20 for each child. Write the name of each student on the record form. Add the date of the testing, year level and who the screen is being administered by.

Estimated Time Allocations:

Term 1: Syllable Segmentation. (One minute when presented individually).

Term 2:

- Verbalisation of Initial Phoneme (one minute when presented individually)
- Group 1 Alphabet Sounds (one minute when presented individually)
- Group 1 Alphabet Recall and Formation (present to a group)

Term 3:

- Blending Onset & Rime (one minute when presented individually)
- Group 1 & 2 Alphabet Sounds (one minute when presented individually)
- Group 1 & 2 Alphabet Recall and Formation (present to a group)

Term 4:

- Blending Three Phonemes (one minute when presented individually)
- Group 1, 2 & 3 Alphabet Sounds (one minute when presented individually)
- Group 1, 2 & 3 Alphabet Recall and Formation (present to a group)

Term 1: Syllable Segmentation
(Phonological Awareness)

Instructions: Syllable Segmentation

- Explanation to the student: "We have been doing a lot of work on this over the last month and a half. Now it is your turn to show me what you have been learning." [Stimulus sheet 1] (Point to the picture) "Elephant. What are the beats (or syllables) in the word 'elephant'?"
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%.
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Remember to enter the results into the PLD Tracking Sheets.

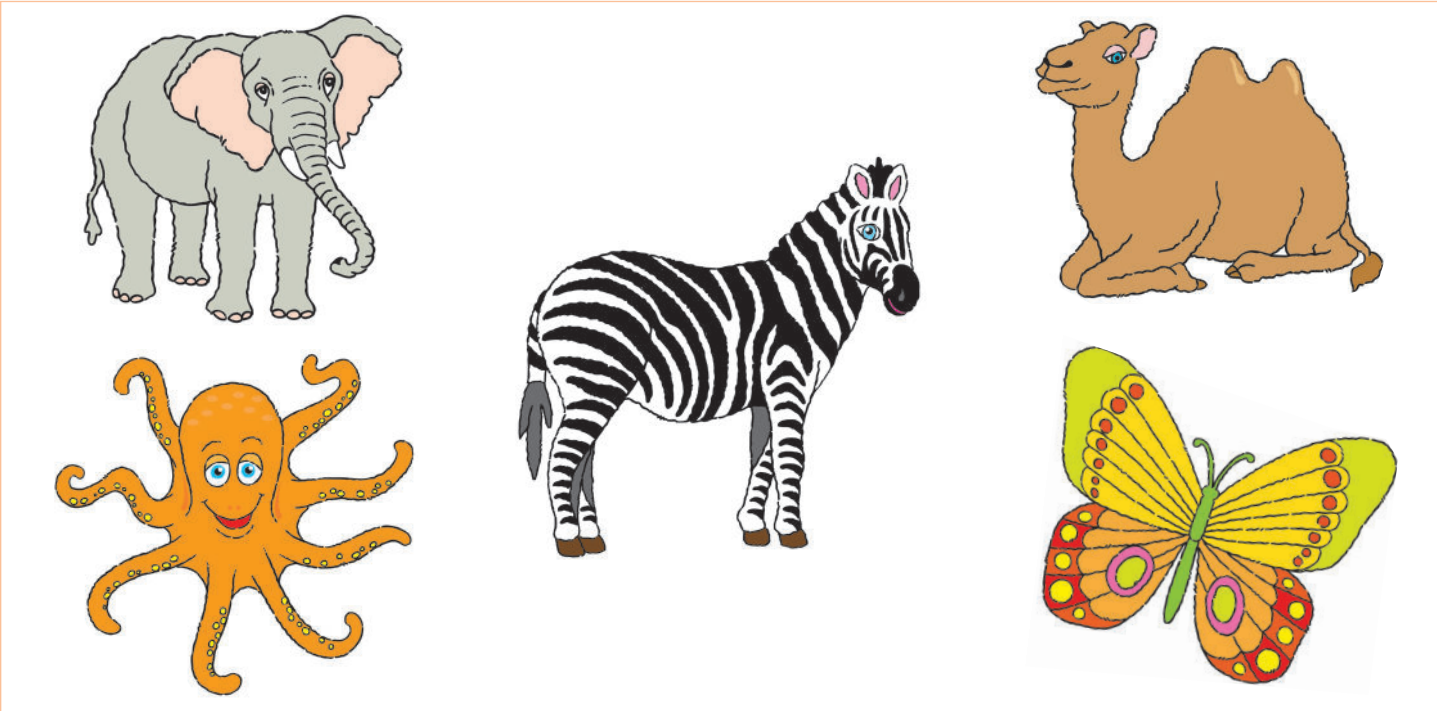
Name of Student: ..... Date Tested: ☐ Week 6 Term 1 ☐ other:.....
☐ Week 10 Term 1 ☐ other:.....

Phonological Awareness Section

Subtest 1: Syllable Segmentation (Stimulus Sheet 1)

Instructions:"What are the beats (or syllables) in _____?" [point to the picture]			Date Tested	Date Retested
Test Item	**Syllables**	**Syllables Verbalised by Student**	✔✖ Demonstrated	✔✖ Demonstrated
elephant	3 syllables		☐	☐
camel	2 syllables		☐	☐
zebra	2 syllables		☐	☐
octopus	3 syllables		☐	☐
butterfly	3 syllables		☐	☐
		Results:	___ /5 = ____ %	___ /5 = ____ %

Syllable Segmentation "What are the beats (or syllables) in _____?" [point to the picture]



Term 2: Initial Sound Awareness
(Phonemic Awareness)

Instructions:

- Explanation to the student: "We have been doing a lot of work on this over the last month and a half. Now it is your turn to show me what you have been learning." (Point to the picture) "What sound does fish start with?"
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. If the student requires the adult to emphasise the initial phoneme in any way, or uses letter names rather than sounds, then the skill has not been sufficiently developed.
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Remember to enter the results into the PLD Tracking Sheets.

Name of Student: ..... Date Tested: ☐ Week 6 Term 2 ☐ other:.....
☐ Week 10 Term 2 ☐ other:.....

Phonological Awareness Section

Subtest 2: Verbalisation of Initial Phoneme (A precursor to alphabet sounds.) (Stimulus Sheet 1)

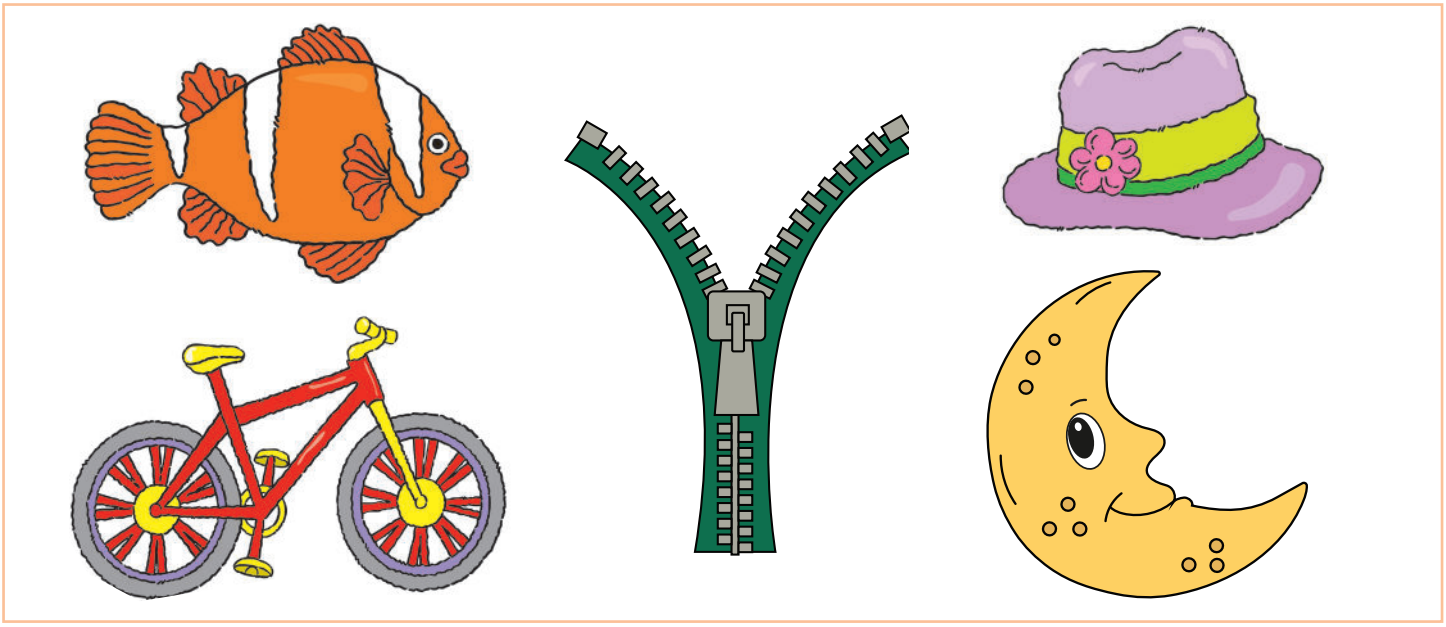
Instructions: "What does _____ start with?" [point to the picture]		Date Tested	Date Retested
Test Item	**Student's Response**	✔✖ Demonstrated	✔✖ Demonstrated
fish		☐	☐
hat		☐	☐
zip		☐	☐
moon		☐	☐
bike		☐	☐
	Results:	___ /5 = ____ %	___ /5 = ____ %

Negative Observations (suggesting further skill development is required)

i.) Did the child require the adult to verbally emphasize the initial sound? (eg "fffffish") ☐ Yes
ii.) Did the child provide letter names? ☐ Yes
iii.) Did the task appear to be difficult and cognitively effortful? ☐ Yes

Notes

Verbalisation of Initial Phoneme (Sound) "What does _____ start with?" [point to the picture]



© PLD Organisation Pty. Ltd.

Term 2 Alphabet Sound Screen (Group 1)
(Supporting Reading)

Instructions:

- Explanation to the student: "I want you to say the sound …"
- Remember that NO prompting is permitted in the test items.
- Progress through calculate each student's score out of 12 in Week 6 and score out of 26 in Week 10.
- Remember to note the occurrence of any observable 'Concerning or Negative Observations'.

Remember to enter the results into the PLD Tracking Sheets. Do not convert these scores to percentages.

Name of Student: ..... Date Tested: ☐ Week 6 Term 2 ☐ other:.....
☐ Week 10 Term 2 ☐ other:.....

Term 2 Week 6 Screen /6				Term 2 Week 10 Screen /6			
Group 1				Group 1			
Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations	Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations
n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
Date tested _____ Score ____ /6				Date tested _____ Score ____ /12			

Week 6 /6
Week 10 /6
Group 1

n a t s i p

Term 2 Alphabet Sound Screen (Group 1)
(Supporting Reading)

Instructions:

- Explanation to the student: "I want you to say the sound …"
- Remember that NO prompting is permitted in the test items.
- Progress through calculate each student's score out of 12 in Week 6 and score out of 26 in Week 10.
- Remember to note the occurrence of any observable 'Concerning or Negative Observations'.

Remember to enter the results into the PLD Tracking Sheets. Do not convert these scores to percentages.

Name of Student: ..... Date Tested: ☐ Week 6 Term 2 ☐ other:.....
☐ Week 10 Term 2 ☐ other:.....

Term 2 Week 6 Screen /6				Term 2 Week 10 Screen /6			
Group 1				Group 1			
Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations	Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations
n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
Date tested _____ Score ____ /6				Date tested _____ Score ____ /12			

Week 6 /6
Week 10 /6
Group 1

n a t s i p

© PLD Organisation Pty. Ltd.

Term 2: Lowercase Alphabet Sound Recall & Formation (Supporting Spelling)

Instructions:

- Explanation to the student: "Write the sound ...."
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any 'Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area may be required:

  - Slow processing.
  - Reliance on an alphabet desk strip.
  - Incorrect starting points of letters formed.
  - Significant motor issues.
  - Reliance on adult prompting.
  - Incorrect pencil grip and seated posture.

Please note that while this subtest is part of the PLD screening schedule, this data is not required to be added to the tracking sheets

Name of Student: ..... Date Tested: ☐ Week 6 Term 2 ☐ other:.....

☐ Week 10 Term 2 ☐ other:.....

Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING

Instructions: "Write the lowercase sound_____?"

Subtest 5a: Group 1

Sound	✔ or ✖	Observations
s		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter
a		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter
t		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter
p		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter
i		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter
n		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter

Date tested _____ **Score** ____ /6

Recording Student Results (on A3 page)

Key

✔ = Forms a distinguishable lowercase letter with minimal concerning observations

✖ = Incorrect letter formation and/or many concerning observations

- Note many students at this age reverse letters. Letter reversals should not be marked as incorrect.
- As it is early in the school year, children can use a desk mat or letter guide.

© PLD Organisation Pty. Ltd.

Term 3 Alphabet Sound Screen (Group 1 & 2)
(Supporting Reading)

Name of Student: ..... Date Tested: ☐ Week 6 Term 3 ☐ other:.....
☐ Week 10 Term 3 ☐ other:.....

Term 3 Week 10 Screen /12

Term 3 Week 6 Screen /12

Group 1				Group 2			
Letter	Demonstrated ✔✖	Demonstrated ✔✖	Concerning Observations	Letter	Demonstrated ✔✖	Demonstrated ✔✖	Concerning Observations
a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	r			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	m			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	h			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	c			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	e			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	d			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting

Date tested _____
Week 6 Score ____ /12
Notes:

Date tested _____
Week 10 Score ____ /12
Notes:

Term 3 Week 6 / Term 3 Week 10							
	Group 1	a	s	t	i	p	n
	Group 2	r	m	h	c	e	d

© PLD Organisation Pty. Ltd.

Term 3 Alphabet Sound Screen (Group 1 & 2)
(Supporting Reading)

Name of Student: ..... Date Tested: ☐ Week 6 Term 3 ☐ other:.....
☐ Week 10 Term 3 ☐ other:.....

Term 3 Week 10 Screen /12

Term 3 Week 6 Screen /12

Group 1				Group 2			
Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations	Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations
a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	r			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	m			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	h			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	c			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	e			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	d			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting

Date tested _____
Week 6 Score _____ /12
Notes:

Date tested _____
Week 10 Score _____ /12
Notes:

Term 3 Week 6 / Term 3 Week 10							
	Group 1	a	s	t	i	p	n
	Group 2	r	m	h	c	e	d

© PLD Organisation Pty. Ltd.

Term 3 Onset and Rime Blending
(Phonological Awareness)

Instructions:

- Explanation to the student: "I am going to say some sounds. Put them together and say the word." Repeat the process for all test items.
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
  - Was the task presented with short pauses between sounds?
  - Did the child request the sounds to be repeated?
  - Did the child repeat the sounds in order to process the task?
  - Did the task appear difficult and cognitively effortful?
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Be sure to enter the results into the PLD Tracking Sheets.

Name of Student: ..... Date Tested: ☐ Week 6 Term 3 ☐ other:.....
☐ Week 10 Term 3 ☐ other:.....

Subtest Blending (a precursor to decoding or reading ability.)

Onset and Rime Level Blending

Instructions: "I am going to say 2 sounds.
Put them together and say the word."

	✔✖ Demonstrated	✔✖ Demonstrated
b(1 second pause) ug =	☐	☐
p (1 second pause) ot =	☐	☐
c (1 second pause) ap =	☐	☐
p (1 second pause) et =	☐	☐
m (1 second pause) an =	☐	☐
Date Tested	**Score _____ / 5 = _____ %**	
Date Retested	**Score _____ / 5 = _____ %**	

Term 3 Week 6

Score _____ / 5 = _____ %

Notes:

Term 3 Week 10

Score _____ / 5 = _____ %

Notes:

Negative Observations (suggesting further skill development is required)

i.) Was the task presented with short pauses between sounds? ☐ Yes
ii.) Did the child request the sounds to be repeated? ☐ Yes
iii.) Did the child repeat the sounds in order to process the task? ☐ Yes
iv.) Did the task appear difficult and cognitively effortful? ☐ Yes

Notes

Notes

© PLD Organisation Pty. Ltd.

Term 3 Alphabet Re-call & Formation (Group 1 & 2)
(Supporting Spelling)

Instructions:

- Explanation to the student: "Write the sound ...."
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
  - Reliance on an alphabet desk strip.
  - Reliance on adult prompting.
  - Incorrect starting points of letters formed.
  - Incorrect pencil grip and seated posture.

Please note that while this subtest is part of the PLD screening schedule, this data is not required to be added to the tracking sheets

Name of Student: ..... Date Tested: ☐ Week 6 Term 3 ☐ other:.....

☐ Week 10 Term 3 ☐ other:.....

Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING

Instructions: "Write the lowercase sound_____?"

Group 1			Group 2		
Sound	✔ or ✖	Concerning Observations	Sound	✔ or ✖	Concerning Observations
s		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.	m		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.
a		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.	r		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.
t		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.	h		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.
p		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.	e		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.
i		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.	c		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.
n		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.	d		✔ ✖ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed. ☐ Unrecognisable letter.
Date tested _____ Score ____ /12					

Recording Student Results (on A3 page)

Key

✔ = Forms a distinguishable lowercase letter with minimal concerning observations

✖ = Incorrect letter formation and/or many concerning observations

- Note many students at this age reverse letters. Letter reversals should not be marked as incorrect.
- As it is early in the school year, children can use a desk mat or letter guide.

© PLD Organisation Pty. Ltd.

Term 4 Alphabet Sound Screen (Group 1, 2 & 3)
(Supporting Reading)

Name of Student: ..... Date Tested: ☐ Week 6 Term 4 ☐ other:.....
☐ Week 10 Term 4 (optional)

Week 10 Testing /18											
Week 6 Testing /18											
Group 1				Group 2				Group 3			
Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations	Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations	Letter	Demonstrated ✔	Demonstrated ✖	Concerning Observations
n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	d			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	b			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	r			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	l			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	e			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	o			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	h			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	g			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	c			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	u			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	m			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	f			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
Week 6: Date tested _____ Score ____ /18											
Week 10: Date retested _____ Score ____ /18 (optional)											

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

Term 4 Alphabet Sound Screen (Group 1, 2 & 3)
(Supporting Reading)

Name of Student: ..... Date Tested: ☐ Week 6 Term 4 ☐ other:.....
☐ Week 10 Term 4 (optional)

Week 10 Testing /18											
Week 6 Testing /18											
Group 1				Group 2				Group 3			
Letter	Demonstrated ✓	Demonstrated ✗	Concerning Observations	Letter	Demonstrated ✓	Demonstrated ✗	Concerning Observations	Letter	Demonstrated ✓	Demonstrated ✗	Concerning Observations
n			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	d			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	b			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
a			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	r			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	l			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
p			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	e			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	o			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
t			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	h			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	g			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
i			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	c			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	u			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
s			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	m			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting	f			☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting

Week 6: Date tested _____ Score ____ /18

Week 10: Date retested _____ Score ____ /18 (optional)

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

Term 4 Blending Screen
(Supporting Reading)

Instructions:

- Explanation to the student: "I am going to say some sounds. Put them together and say the word." Repeat the process for all test items.
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
  - Was the task presented with short pauses between sounds?
  - Did the child request the sounds to be repeated?
  - Did the child repeat the sounds in order to process the task?
  - Did the task appear difficult and cognitively effortful?
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to the next skill. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) regular short targeted sessions are a priority.

Be sure to enter the results into the PLD Tracking Sheets.

Name of Student: ..... Date Tested: ☐ Week 6 Term 4 ☐ other:.....
☐ Week 10 Term 4 (optional)

Subtest Blending (a precursor to decoding or reading ability.)

Onset and Rime Level Blending

Instructions: "I am going to say 2 sounds.
Put them together and say the word."

	✔✖ Demonstrated	✔✖ Demonstrated
b (1 second pause) ug =	☐	☐
p (1 second pause) ot =	☐	☐
c (1 second pause) ap =	☐	☐
p (1 second pause) et =	☐	☐
m (1 second pause) an =	☐	☐
Date Tested	**Score _____ / 5 = _____ %**	
Date Retested	**Score _____ / 5 = _____ %**	

Blending Three Phonemes

Instructions: "I am going to say 3 sounds.
Put them together and say the word."

	✔✖ Demonstrated	✔✖ Demonstrated
m (1 second pause) u (1 second pause) g =	☐	☐
s (1 second pause) u (1 second pause) n =	☐	☐
f (1 second pause) a (1 second pause) n =	☐	☐
b (1 second pause) e (1 second pause) d =	☐	☐
t (1 second pause) a (1 second pause) p =	☐	☐
Date Tested	**Score _____ / 5 = _____ %**	
Date Retested	**Score _____ / 5 = _____ %**	

Negative Observations (suggesting further skill development is required)

i.) Was the task presented with short pauses between sounds? ☐ Yes
ii.) Did the child request the sounds to be repeated? ☐ Yes
iii.) Did the child repeat the sounds in order to process the task? ☐ Yes
iv.) Did the task appear difficult and cognitively effortful? ☐ Yes

Notes

Notes

© PLD Organisation Pty. Ltd.

Term 4 Alphabet Re-call & Foundation (Group 1, 2 & 3)
(Supporting Spelling)

Instructions:

- Explanation to the student: "Write the sound ...."
- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
  - Reliance on an alphabet desk strip.
  - Reliance on adult prompting.
  - Incorrect starting points of letters formed.
  - Incorrect pencil grip and seated posture.

Please note that while this subtest is part of the PLD screening schedule, this data is not required to be added to the tracking sheets

Name of Student: ..... Date Tested: ☐ Week 6 Term 4 ☐ other:.....

☐ Week 10 Term 4 (optional)

Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING

Instructions: "Write the lowercase sound_____?"

Group 1			Group 2			Group 3		
Sound	✓ or ✗	Concerning Observations	Sound	✓ or ✗	Concerning Observations	Sound	✓ or ✗	Concerning Observations
s		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	m		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	f		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.
a		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	r		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	l		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.
t		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	h		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	g		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.
p		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	e		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	o		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.
i		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	c		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	u		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.
n		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	d		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.	b		✓ ✗ ☐ Can form a distinguishable lowercase letter with minimal concerning observations. ☐ Incorrect letter formed ☐ Unrecognisable letters.

Date tested _____ **Score** ____ /26

Key

✓ = Forms a distinguishable lowercase letter with minimal concerning observations

✗ = Incorrect letter formation and/or many concerning observations

- Note many students at this age reverse letters. Letter reversals should not be marked as incorrect.
- As it is early in the school year, children can use a desk mat or letter guide.

© PLD Organisation Pty. Ltd.

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.

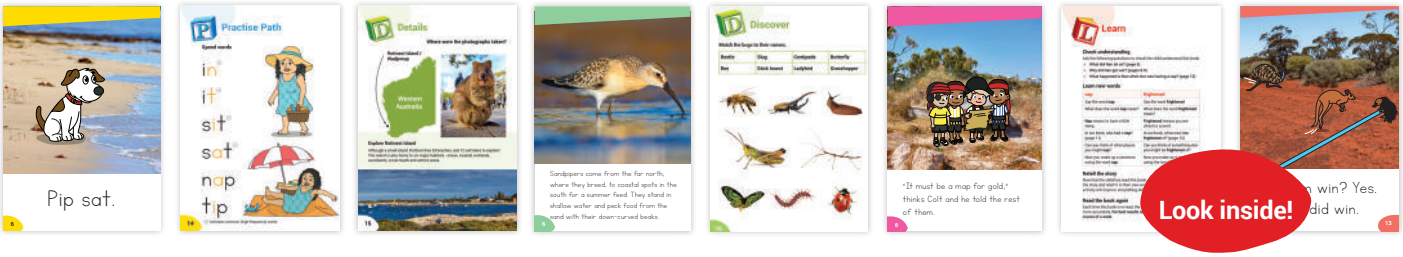
For more information visit **https://pld-literacy.org/decodables**

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.

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.



Visit **http://pld-literacy.org/copyright** to view the permitted and prohibited uses of all PLD resources, including downloadable materials. © PLD Organisation Pty. Ltd. (2026)

Literacy · Oral Language · Movement & Motor

mail@pld-literacy.org +61 8 9227 0846 pld-literacy.org/decodables