

Screening & Tracking Manual

Foundation

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

What to
screen?

When to
screen?

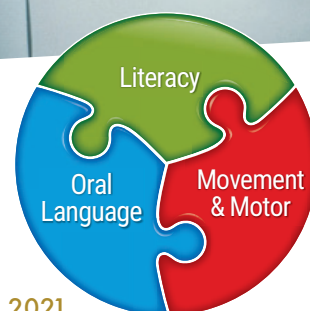
How to
screen?

How to report
on data?

2026 Version



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



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Section 2

Foundation Pre-Spelling & Spelling Screens

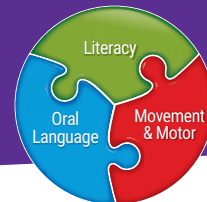
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Glossary of Terms





What is Included in This Foundation Screening & Tracking Manual?

This manual serves as a reference guide for the use of PLD's screening and tracking tools. Included are instructions on what and when to screen and the materials required.

The screens correlate with PLD's phonics and high frequency words teaching sequence. 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 student 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 Student Progress?

Tracking student development is central to the PLD process. Regular structured tracking from the Early Years to Year 6 is facilitated efficiently through the use of [PLD's Tracking Sheets](#). These are available for download on our website and an instructional video is located [here](#). The school should download the tracking sheets at the beginning of each school year and set them up for each class. This one document is then utilised throughout the year and populated each term by individual teachers based on the results of the Placement Tests and other screening tools. By the end of the school year this document will not only serve as an overview of every student's literacy development, but will also be useful when judging the effectiveness of PLD's implementation in each classroom

How To Identify Students Who Are Delayed or Advanced?

PLD recognises that every class presents with a broad range in student ability and the individual needs of each student should be addressed and scaffolded through rigorous and relevant programming. Through the delivery of structured repeated targeted instruction, age-appropriate students should acquire skills as outlined within the [Teaching Sequence Manual](#). However, it is highly likely for there to be students working below and above the typical skill acquisition level. In order to cater for this range in ability and program effectively, teachers should use their populated tracking sheets to divide their class into three groups. The groups are fluid and may change throughout the year depending on the data. This instructional video explains how to use the tracking sheets to establish three targeted teaching groups and identify a learning focus for each group: <https://pld-literacy.org/foundation-getting-started-with-pld/>

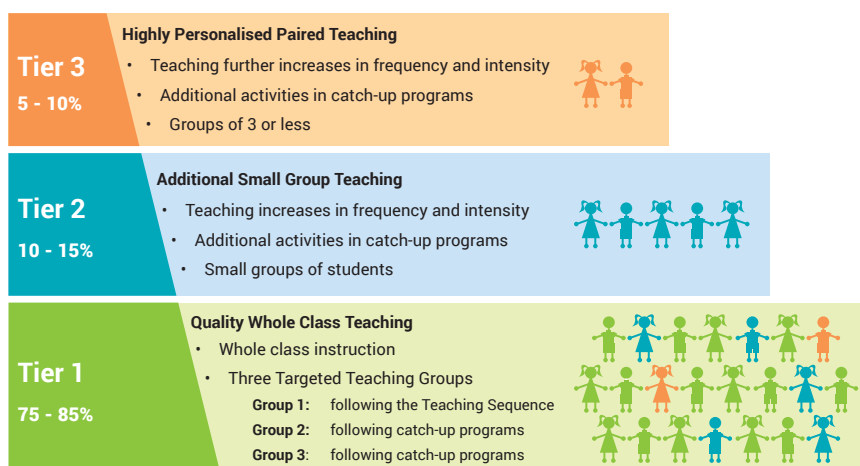
PLD's [Foundation Teaching Sequence Manual](#) applied in conjunction with this Year 1 & 2 Screening & Tracking Manual will facilitate increased student outcomes and a higher degree of consistency across classrooms.

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

- Step 1: Complete the [Learning to read, spell and write in Foundation](#) online course.
- Step 2: Download the [Foundation Teaching Sequence Manual](#).
- Step 3: Download this Foundation 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 [Foundation Teaching Sequence Manual](#) for where to start teaching and this Screening & Tracking Manual for details on your first progress check.

Structured Synthetic Phonic Teaching

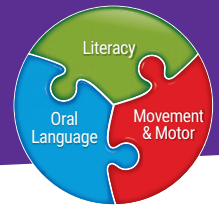
Adapted from "Independent Review of the Teaching of Early Reading" (2006)



Scan here for
Foundation Resources



Using the PLD Tracking Sheets in Foundation



The downloadable PLD Tracking Sheets are central to PLD's approach. The sheets link the [Foundation Teaching Sequence Manual](#) with the screening process outlined in this manual. Through mid and end of term progress checks, student's abilities are plotted onto the tracking sheets. Three groups are then created that 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 and stored on the school's shared drive. Each class is allocated a different tab, indicated by its label.
- **Step 2: What to teach? When to teach?** Each day, schedule multiple explicit short sessions, as outlined in the [Foundation 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 in this manual).
- **Step 4: Enter the results in the PLD Tracking Sheets.** A sample entry for Foundation has been outlined below.
- **Step 5: How to create a class profile and three targeted teaching groups?** Watch the Foundation PLD Tracking Sheets video <https://pld-literacy.org/foundation-getting-started-with-pld/> for an explanation on how to process the test results and adjust the order of the students 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.

Foundation Tracking Sheet

Only Pre-CVC Students				Stage 1 Reading			Stage 1 Spelling		
	Alphabet sounds	Blending 2	Segmenting	Target 1	Target 2	Target 3	Target 1	Target 2	Target 3
Pre-Literacy alignment: alphabet sounds, blending & segmenting									
Jono	SLP	13	82%	60%	100%		0%		
Students who require CVC reading & spelling development and are ready to start learning the Stage 1, Target 2 digraphs									
Mia	EALD	23	100%	100%	80%		0%		
Rosie	Attendance				100%	0%	80%		
Harrison	Epilepsy				80%	0%	80%		
Riley					100%	0%	100%	14%	
Bianca	Est infections				20%	0%	99	29%	
Students who require further CVC reading & spelling development, while extending Target 2 digraphs									
Lucas					100%	70%	100%	29%	
Ben	ASD				90%	40%	80%	0%	
Lauren					90%	40%	80%	0%	
Ellie					90%	50%	100%	43%	
Peter					100%	40%	100%	0%	
Peter					100%	40%	100%	0%	
Cassidy					100%	65%	100%	0%	
Students who require further Target 2 & 3 reading and spelling skill development									
Jax					100%	82%	50%	100%	57%
Indigo					100%	75%	30%	80%	43%
Som					100%	75%	30%	100%	57%
Miguel	SP				100%	95%	60%	100%	43%
Marika					100%	90%	90%	100%	43%
Bac					100%	85%	50%	80%	14%
Ilia					100%	95%	90%	100%	43%
William					100%	80%	90%	80%	29%
Ruby					100%	85%	100%	100%	71%
Rodney	New T3				100%	100%	100%	100%	71%

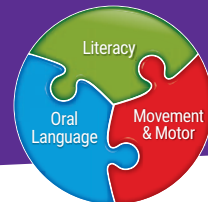
Individual program.

Group 1: Students who require more CVC reading and spelling skill development and who are ready for Stage 1, Target 2 digraphs.

Group 2: Students who require CVC reading and spelling development and who require the remaining Target 2 digraphs to be taught.

Group 3: Students who require Target 2 & 3 reading and spelling skill development.

Overview of the Foundation Literacy Assessments



Decoding

In Term 1 PLD teaches and tracks the precursors of decoding (ie: blending the alphabet sounds).

The **Foundation Reading Screens** are designed to track the development of decoding and word reading with increasingly complex phonics. This information will highlight the areas requiring targeted teaching and will also assist in the allocation of decodable reading material.

Term 1

Term 1 Phonemic Awareness Screen
(Blending and Segmentation Supporting CVC)

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

Decoding Pre-requisite skills - Blending 3 Phonemes

Development is still required even if:

Instructions:

- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.

Term 1 Alphabet Sound Screen
(Supporting Reading)

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

Development is still required even if:

Instructions:

- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.

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

Term 1 **Term 2** **Term 3** **Term 4**

Term 1 and Term 2 Early Reading Screen

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

Exercise 1: VC Words

at it in
is on

Exercise 2: Stage 1 Target 2

pin tap sit hat
kit net run jog
gum win

Term 3 Early Reading Screen

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

Exercise 1

in is on

Exercise 2

pp sit hat kit
in jog gum win

Exercise 3

in that shed rich
in thick much them
in feed weed luck
in shoot when quit

Term 4 Early Reading Screen

Name of Student: _____ Date Tested: ☐ Week 6 Term 4 ☐ other ☐ Week 10 Term 4 ☐ other

Exercise 1

sit hat kit
jog gum win

Exercise 2

that shed rich
thick much them
feed weed luck
shoot when quit

Exercise 3

trip slip glad
camp help gold

Exercise 4

never spark train
sharp noise enjoy

Always commence the Reading Screen from exercise 1 & 2 each term.

Spelling

In Term 1 PLD teaches and tracks the precursors of spelling (ie: phonemic segmentation and alphabet recall and formation).

The **Foundation Spelling Screens** are designed to track the emergence of spelling. The screens can be used to track skill development each term and to assist in planning of targeted teaching and allocation of spelling levels.

Term 1

Term 1 Phonemic Awareness Screen
(Blending and Segmentation Supporting CVC)

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

Term 1 Alphabet Recall and Formation Screen
(Supporting Spelling)

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

Development is still required even if:

Instructions:

- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.
- Remember that NO prompting is permitted in the test items.

Key

1 Forms a distinguishable lowercase letter with minimal concerning observations

2 Shows letter formation and/or many concerning observations

Sample Layout for Recording Student Results

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26				

Term 2 **Term 3** **Term 4**

Stage 1

Target 1

CVC

fog
get
pad
sun
man

Target 2

sh
ch
th
ck
ee
oo
qu

wish
chat
then
rock
seem
book
quick

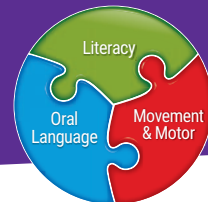
Target 3

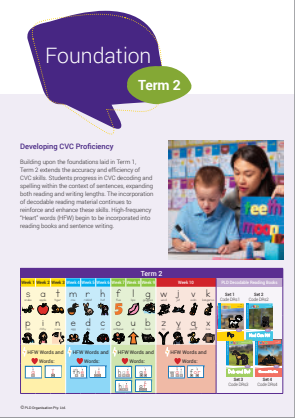
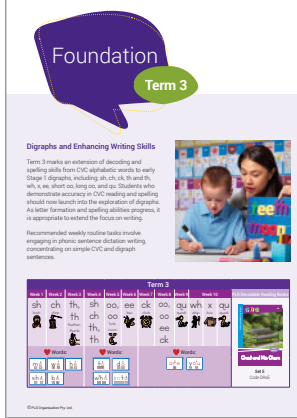
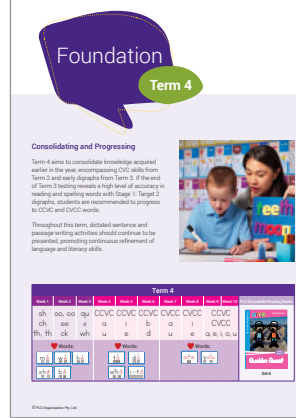
CCVC & CVCC

snip
trip
send
lump
gold

Tip: Always commence spelling screening from the CVC level each term

Scheduling PLD Screening & Tracking in Foundation



Screening & Tracking Whole Class				
	Term 1	Term 2	Term 3	Term 4
Weeks 1-10 Explicit Teaching				
Midterm screen e.g. by the end of Week 6	Term 1 Pre-Reading & Pre-Spelling Screens Present the relevant screens: - Alphabet Sounds - Alphabet Recall & Letter Formation - Blending Three Phonemes - 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.	Term 2 Early Reading Screen Present the relevant parts: - Exercise 1 VC (warm up) - Exercise 2 CVC - Use results to review the allocation of decodable reading books. Spelling Screen - Present Stage 1 Target 1 Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.	Term 3 Early Reading Screen Present the relevant parts: - Exercise 1 VC (warm up) - Exercise 2 CVC - Exercise 3 Stage 1 Target 2 digraphs - Use results to review the allocation of decodable reading books. Spelling Screen - Present Stage 1 Target 1 & 2 Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups and set differentiated learning foci for the remainder of term.	Term 4 Early Reading Screen Present the relevant parts: - Exercise 2 CVC - Exercise 3 Stage 1 Target 2 digraphs - Exercise 4 CCVC & CVCC - Use results to review the allocation of decodable reading books. Spelling Screen - Present Stage 1 Target 1, 2 & 3. Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching three groups and set differentiated learning foci for the remainder of term.
Final week of term e.g. Week 10	Term 1 Pre-Reading & Pre-Spelling Screens Repeat the relevant screens (as above). If students have sufficient alphabet sound recall & blending ability, present Exercise 1 & 2 from the Term 2 Early Reading Screen. Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups and set differentiated learning foci for Term 2.	Term 2 Early Reading Screen Repeat the relevant exercises (as above). - Use results to review the allocation of decodable reading books. Spelling Screen Present Stage 1 Target 1. Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups and set differentiated learning foci for Term 3.	Term 3 Early Reading Screen Repeat the relevant exercises (as above). - Use results to review the allocation of decodable reading books. Spelling Screen Present Stage 1 Target 1 & 2 Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups and set differentiated learning foci for Term 4.	Reporting Prepare student handover information to next year's teacher.

Term 1 Alphabet Sound Screen

(Supporting Reading)



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

Term 1 Week 6 Screen /12						Term 1 Week 10 Screen /26					
Group 1			Group 2			Group 3			Group 4		
Letter	Demonstrated	Concerning Observations	Letter	Demonstrated	Concerning Observations	Letter	Demonstrated	Concerning Observations	Letter	Demonstrated	Concerning Observations
	✓ x ✗			✓ x ✗			✓ x ✗			✓ x ✗	
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	j		☐ 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	w		☐ 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	v		☐ 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	z		☐ 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	k		☐ 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	y		☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
						Date tested ____ Score ____ /12 Date retested ____ Score ____ /12 Date retested ____ Score ____ /12					
						Date tested ____ Score ____ /26 Date tested ____ Score ____ /26 Date tested ____ Score ____ /26					

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'.

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

Term 1 Week 6 Screen /12	Group 1	n a p t i s
	Group 2	d r e h c m
	Group 3	b l o g u f
	Group 4	j w v z k y x q

Term 1 Alphabet Sound Screen

(Supporting Reading)



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

Term 1 Week 6 Screen /12						Term 1 Week 10 Screen /26					
Group 1			Group 2			Group 3			Group 4		
Letter	Demonstrated	Concerning Observations	Letter	Demonstrated	Concerning Observations	Letter	Demonstrated	Concerning Observations	Letter	Demonstrated	Concerning Observations
	✓ x ✗			✓ x ✗			✓ x ✗			✓ x ✗	
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	j		☐ 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	w		☐ 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	v		☐ 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	z		☐ 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	k		☐ 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	y		☐ Letter name/sound confusion ☐ Slow recall ☐ A reliance on adult prompting
						Date tested ____ Score ____ /12 Date retested ____ Score ____ /12 Date retested ____ Score ____ /12					
						Date tested ____ Score ____ /26 Date tested ____ Score ____ /26 Date tested ____ Score ____ /26					

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'.

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

Term 1 Week 6 Screen /12	Group 1	n a p t i s
	Group 2	d r e h c m
	Group 3	b l o g u f
	Group 4	j w v z k y x q

Term 1 Alphabet Recall and Formation Screen (Supporting Spelling)



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

Term 1 Week 6 Screen /12				Term 1 Week 10 Screen /26			
Group 1		Group 2		Group 3		Group 4	
Sound	✗ or ✓	Concerning Observations	Sound	✗ or ✓	Concerning Observations	Sound	✗ or ✓
s	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	m	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	f	☐
a	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	r	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	l	☐
t	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	h	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	g	☐
p	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	e	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	o	☐
i	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	c	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	u	☐
n	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	d	☐	Incorrect starting points/ formation Incorrect inappropriate grip Reliant upon desk strip	b	☐
Date tested _____ Score ____ /12				Date tested _____ Score ____ /26			
Date retested _____ Score ____ /12				Date tested _____ Score ____ /26			
Date retested _____ Score ____ /12				Date tested _____ Score ____ /26			
				q			
				x			
				Date tested _____ Score ____ /26			
				Date tested _____ Score ____ /26			
				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.

Instructions:

- Remember that NO prompting is permitted in the test items.
- Remember to note the occurrence of any observable 'Concerning Observations' (which indicate that further skill development is still required) even if the student scores 100%.

Teacher Instructions

In an effort to be time efficient, it is recommended that this screen is presented to small groups of students, rather than individually to each student.

- "On your piece of paper, write the sound /s/." WAIT. Remember to record any concerning observations.
- "On your piece of paper, write the sound /t/." WAIT. Remember to record any concerning observations.
- Repeat as you progress through each group of sounds.

Sample Layout for Recording Student Results (or use blank piece of paper)

Term 1 Week 6 Screen /12	1	2	3	4	5	6
	7	8	9	10	11	12
Term 1 Week 10 Screen /26	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26				

Term 1 Phonemic Awareness Screen

(Blending and Segmentation Supporting CVC)



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

Decoding Pre-requisite skills - Blending 3 Phonemes

Instructions:

- Explanation to the student: "I am going to say three sounds. Put them together and say the word".
- 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%.

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

	Demonstrated ✓ ✗	Demonstrated ✓ ✗	Demonstrated ✓ ✗	Negative Observations (suggesting further skill development is required)
m (1 second pause) u (1 second pause) g =	☐	☐	☐	
s (1 second pause) u (1 second pause) n =	☐	☐	☐	i.) Was the task presented with short pauses between sounds? ☐ Yes
f (1 second pause) a (1 second pause) n =	☐	☐	☐	ii.) Did the student request the sounds to be repeated? ☐ Yes
b (1 second pause) e (1 second pause) d =	☐	☐	☐	iii.) Did the student repeat the sounds in order to process the task? ☐ Yes
t (1 second pause) a (1 second pause) p =	☐	☐	☐	iv.) Did the task appear difficult and cognitively effortful? ☐ Yes
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Date Tested	Score _____ / 5 = _____ %			
Notes:				

Spelling Pre-requisite skills - Segmentation

Instructions:

- Explanation to the student: "I want you to tell me the sounds in these words. I don't want you to tell me the letter names. What are the sounds in...?"
- 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%.

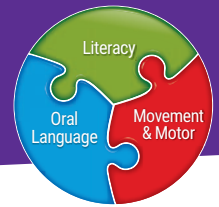
			Date Tested	Date Retested
top	☐ Tick if correct response ("t - o - p").	If an incorrect response, specify what the child answered.	Score _____/5 = _____%	Score _____/5 = _____%
lid	☐ Tick if correct response ("l - i - d").	If an incorrect response, specify what the child answered.		
peg	☐ Tick if correct response ("p - e - g").	If an incorrect response, specify what the child answered.		
bug	☐ Tick if correct response ("b - u - g").	If an incorrect response, specify what the child answered.		
nut	☐ Tick if correct response ("n - u - t").	If an incorrect response, specify what the child answered.		

Negative Observations (suggesting further skill development is required)

- i.) Did the student confuse the task and provide some letter names? ☐ Yes
- ii.) Did the task appear difficult for the child, even if they answered correctly? ☐ Yes
- iii.) Was the student reliant upon adult prompting? ☐ Yes

Notes:

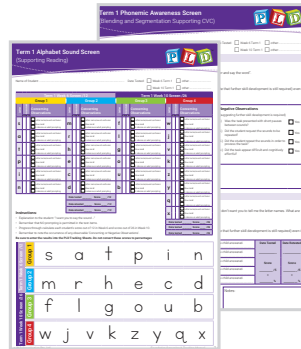
How to Conduct Foundation Early Reading Screens



Materials Required:



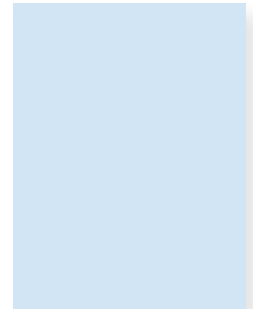
Coloured pen



Pre-Reading Student Record Forms



Foundation Reading Screen Record Forms & Stimulus Sheets



Coloured Piece of Card

Preparation:

Duplicate the student record forms for each student. Write the name of each student on the student record form. Add the date of the testing and who the screen is being administered by.

Estimated Time Allocation for:

- CVC Phonemic Blending (one minute, when presented individually). Instructions are located on page 9.
- Alphabet Sound Knowledge - Supporting Reading (two minutes when presented individually).

Exercise 1, 2, 3, 4: Foundation Reading Screen (three minutes when presented individually).

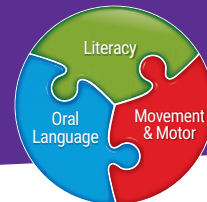
Marking & Scoring the Reading Screen Items:

Record exactly what the child has said (and not just a tick or cross). This will provide information on the student's early reading process.

Correct Reading of the Test Word	Example 1: Read the word 'tap'	Example 2: Read the word 'shop'
Sounds out and blends each alphabet sound (and digraph).	t/a/p ✓	sh/o/p ✓
Sounds out with 'chunking' of some letters. May also be described as onset & rime reading.	t/ap ✓	sh/op ✓
Reads the word automatically as a whole word, without sounding aloud or 'in the student's head'.	tap ✓	shop ✓
Incorrect Reading of the Test Word (always record exactly what the student verbalised)	top ✗ "tree"	shed ✗ "shop"
Sounds out the word, but does not blend.	t/a/p ? ✗	shop ? ✗
No response or would not attempt.	?	?
Other Observations		
Self corrected and reread (or re-attempted) the word.	t̩/a/p = tat SC ✓	sh̩/o/p = ship SC ✓
Rereads when a student loses their place and rereads a line(s) of words.	RR	RR
When the student is prompted with alphabet sounds, phonic sounds or blending.	P	P

Foundation Early Reading Screen

Term 1 & Term 2



Instructions:

- Say: "You are going to do some reading for me. Place your finger under each word, and read each one. I will tell you when to stop."
- Use the coloured card to reveal one line of text at a time.

Discontinue Rule:

- Continue to read through the allocated subtests or reading exercises until the student makes five consecutive errors or if the student is visibly fatiguing or reluctant to continue.

A reading sample from a Foundation student in early Term 2:

Single Word Reading					Instructions: "Read the following words. They will gradually become more difficult. I will tell you when to stop."	
Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
at	it	in	is	on	5/5 = 100%	☒ Blending each letter ☐ Whole word reading
Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	6/10	☒ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
net	run	jog	gum	win	= 60%	

A reading sample from a Foundation student in late Term 2:

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
at	it	in	is	on	5/5 = 100%	☒ Blending each letter ☒ Whole word reading
Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	8/10	☒ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
net	run	jog	gum	win	= 80%	

How to interpret the testing results from the Foundation Early Reading Screen?

At this stage of reading acquisition, students typically display with one or more of the following screening observations:

Accuracy:

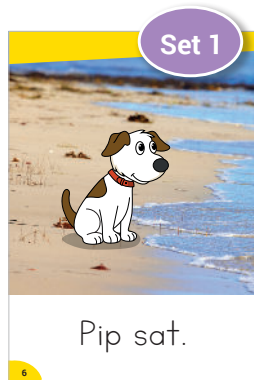
- Exercise 2 reading accuracy will be steadily increasing but students can range from 20% to 80% or 100%.

Reading Strategies:

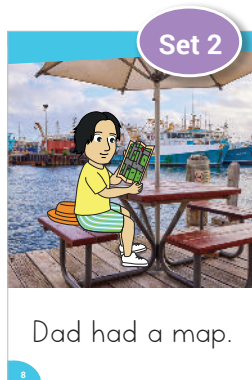
- Most students operating at this level will still be 'sounding-out' (decoding) words e.g. p/i/n or p/in, as opposed to whole word reading.

Other Relevant Observations:

- Decoding can be initially slow or laboured decoding of the words.
- Students can initially show fatigue within the presentation of Exercise 2.



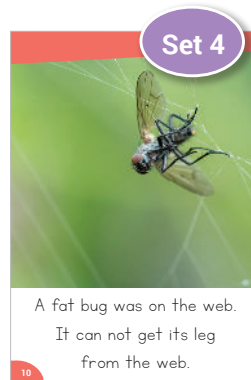
DRs1



DRs2



DRs3



DRs4

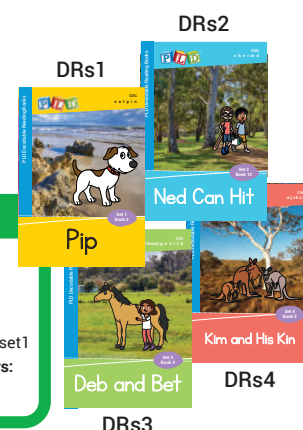
Use the results to assign appropriate decodable reading material that correlates with exercises within the early reading screen for home & in-class reading.

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
at	it	in	is	on	___/5 = ___%	☐ Blending each letter ☐ Whole word reading
Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	___/10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
net	run	jog	gum	win	= ___%	

recommended reading books

Stage 1 VC & CVC

- PLD's Decodable Reading Books Foundation Semester 1
- DRs1, DRs2, DRs3, DRs4
- Curated Reading Book Sets:
- HRset1, AddHRset1, SRmultiset1
- Compatible Sets by Other Publishers:
- DLset1, DRset1
 - HRset1b, Mdog1x



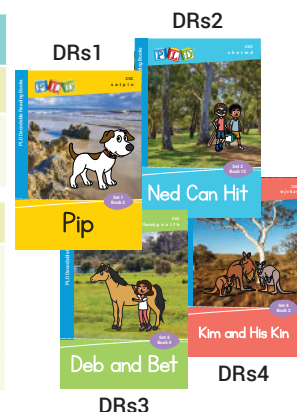
Term 1 and Term 2 Early Reading Screen



Name of Student:

Date: ☐ Term 1 Week 10 ☐ other: ☐ Term 2 Week 6 ☐ other: ☐ Term 2 Week 10 ☐ other:

Single Word Reading Instructions: "Please read the following words."					Accuracy	Reading Strategies Observed
Exercise 1: VC Words						
at	it	in	is	on	____/5 = ____%	☐ Blending each letter ☐ Whole word reading
Exercise 2: Stage 1 Target 1						
pin	tap	sit	hat	kit	____/10 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
net	run	jog	gum	win		



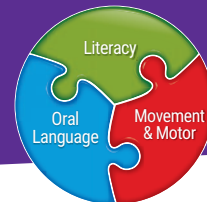
VC Words	Exercise 1
at	it
is	on
	in

Do not enter VC onto the tracking sheets.

Stage 1 Target 1 Words	Exercise 2
pin	tap
sit	hat
kit	net
run	jog
gum	win

IMPORTANT!
Students at the end of Term 1 may score 80-100% in Exercise 2. Please note, these students will still benefit from further CVC consolidation in Term 2. Although accuracy is high, slow decoding of each letter does not demonstrate functional mastery and requires additional practice.

Early Reading Screen Term 3 & Term 4



The instructions and preparation materials are outlined on page 8 and 11.

- It is likely that in Term 3 & Term 4, students will require the presentation of Exercise 2, 3 & 4.
- For lower ability students commence with Exercise 1 & 2.

A reading sample from a Foundation student at the end of Semester 2:

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	<u>9</u> /10 = <u>90</u> %	☒ Blending each letter ☒ Onset & rime reading ☒ Whole word reading ☐ Other
net	run	jog	gum	win		
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3)					Accuracy	Reading Strategies Observed
shop	chin	that	shed	rich	<u>19</u> /20 = <u>95</u> %	☒ Blending each letter ☒ Onset & rime reading ☒ Whole word reading ☐ Other
rash	thin	thick	much	them		
moon	hook	feed	weed	luck		
took	queen	shoot	when	quit		
Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed
skip	smell	trip	slip	glad	<u>9</u> /10 = <u>90</u> %	☒ Blending each letter ☒ Onset & rime reading ☒ Whole word reading ☐ Other
sank	wink	camp	held	gold		

How to interpret the testing results from the Foundation Early Reading Screen?

At this stage of reading acquisition, students typically display one or more of the following screening observations:

Accuracy:

- Exercise 2 reading has become more accurate (e.g. 80%-100%).
- Exercise 3 reading accuracy will increase as phonic learning occurs.

Reading Strategies:

- Students should now be decoding with increased efficiency. This means that students should be beginning to transition from blending each letter/phonic concept to onset & rime decoding and occasionally full word automatic reading e.g. from sh/i/p to sh/ip or ship.

Other Relevant Observations:

- Students should be reading the words with increased speed.
- Fatigue should be less of a factor, as the student should be able to attempt Exercise 2, 3, & 4 in the one sitting.

Option 1: Use the results to assign appropriate decodable reading material that correlates with exercises within the early reading screen for home & in-class reading.

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
at	it	in	is	on	<u> </u> /5 = <u> </u> %	☐ Blending each letter ☐ Whole word reading
Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	<u> </u> /10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
net	run	jog	gum	win	= <u> </u> %	
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3)					Accuracy	Reading Strategies Observed
shop	chin	that	shed	rich	<u> </u> /20	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
rash	thin	thick	much	them	= <u> </u> %	
moon	hook	feed	weed	luck		
took	queen	shoot	when	quit		
Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed
skip	smell	trip	slip	glad	<u> </u> /10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
sank	wink	camp	held	gold	= <u> </u> %	
Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 4)					Accuracy	Reading Strategies Observed
sport	away	never	spark	train	<u> </u> /10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
faint	under	sharp	noise	enjoy	= <u> </u> %	
Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)					Accuracy	
strap	shrunk	splint	scrap	thirty	<u> </u> /20	
nurse	toadstool	scorch	ground	pillow		
slippers	saw	blew	dusty	flower	= <u> </u> %	

recommended reading books

recommended reading books

recommended reading books

Stage 1 VC & CVC

- PLD's Decodable Reading Books Foundation Semester 1**
- DRs1, DRs2, DRs3, DRs4
- Curated Reading Book Sets:**
- HRset1, AddHRset1, SRmultiset1
- Compatible Sets by Other Publishers:**
- DLset1, DRset1
 - HRset1b, MDog1x

Stage 1 Target 1, 2, 3 & 4

- PLD's Foundation Semester 2 Decodable Reading Books**
- DRs5, DRs6, DRs7, DRs8
- Curated Reading Book Sets:**
- HRset2, AddHRset2, SRmultiset2, NFmultiset2
- Compatible Sets by Other Publishers:**
- DLset2, DRset2, SVset1, L1mail
- Year 1 & 2 Catch-Up:**
- HRset2b, MDog1, ThatDog, MagBelt1

Stage 1 and Stage 2

- PLD's Year 1 Decodable Reading Books**
- DRs8, DRs9, DRs10, DRs11
- Curated Reading Book Sets:**
- HRset 3 & 4, SRmultiset3 & 4, NFmultiset3 & 4
- Year 1 & 2 Catch-Up Books:**
- HRset2b, HRset34b, MDog3, GragonEggs, Alba, Island, Talisman12, Totem1



Term 3 Early Reading Screen



Name of Student:

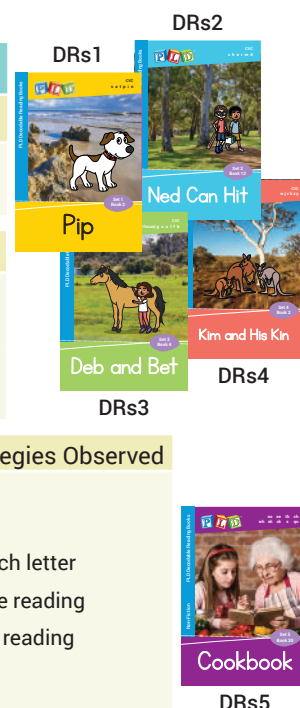
Date: ☐ Term 3 Week 6 ☐ other: ☐ Term 3 Week 10 ☐ other:

Single Word Reading Instructions: "Please read the following words."

Exercise 1: VC Words					Accuracy	Reading Strategies Observed
at	it	in	is	on	____/5 = ____%	☐ Blending each letter ☐ Whole word reading

Exercise 2: Stage 1 Target 1					Accuracy	Reading Strategies Observed
pin	tap	sit	hat	kit	____/10 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
net	run	jog	gum	win		

Exercise 3: Stage 1 Target 2					Accuracy	Reading Strategies Observed
shop	chin	that	shed	rich	____/20 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
rash	thin	thick	much	them		
moon	hook	feed	weed	luck		
took	queen	shoot	when	quit		



VC Words					Exercise 1				
at	it	in	is	on					

Do not enter VC onto the tracking sheets.

Stage 1 Target 1 CVC Words					Exercise 2				
pin	tap	sit	hat	kit					
net	run	jog	gum	win					

Stage 1 Target 2 Words					Exercise 3				
shop	chin	that	shed	rich					
rash	thin	thick	much	them					
moon	hook	feed	weed	luck					
took	queen	shoot	when	quit					

Term 4 Early Reading Screen



Name of Student:

Date: ☐ Term 4 Week 6 ☐ other: ☐ Term 4 Week 10 (optional) ☐ other:

Single Word Reading Instructions: "Please read the following words."

Exercise 1: VC Words

at	it	in	is	on	Accuracy	Reading Strategies Observed
					____/5 = ____%	☐ Blending each letter ☐ Whole word reading

Exercise 2: Stage 1 Target 1

pin	tap	sit	hat	kit	Accuracy	Reading Strategies Observed
					____/10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
net	run	jog	gum	win	= ____%	

Exercise 3: Stage 1 Target 2

shop	chin	that	shed	rich	Accuracy	Reading Strategies Observed
					____/20	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
rash	thin	thick	much	them		
moon	hook	feed	weed	luck	= ____%	
took	queen	shoot	when	quit		

Exercise 4: Stage 1 Target 3

skip	smell	trip	slip	glad	Accuracy	Reading Strategies Observed
					____/10	☐ Blending each letter ☐ Whole word reading ☐ Other
sank	wink	camp	help	gold	= ____%	

Exercise 5: Stage 1 Target 4

sport	away	never	spark	train	Accuracy	Reading Strategies Observed
					____/10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
faint	under	sharp	noise	enjoy	= ____%	



For high performing readers, refer to the Year 1 and 2 Screening Manual.

Stage 1 Target 1 Words

Exercise 2

pin	tap	sit	hat	kit
net	run	jog	gum	win

Stage 1 Target 2 Words

Exercise 3

shop	chin	that	shed	rich
rash	thin	thick	much	them
moon	hook	feed	weed	luck
took	queen	shoot	when	quit

Stage 1 Target 3 Words

Exercise 4

skip	smell	trip	slip	glad
sank	wink	camp	help	gold

Stage 1 Target 4 Words

Exercise 5

sport	away	never	spark	train
faint	under	sharp	noise	enjoy

Section 2

Foundation Pre-Spelling & Spelling Screens

Spelling

In Term 1 PLD teaches and tracks the precursors of spelling (ie: phonemic segmentation and alphabet recall and formation).

The **Foundation Spelling Screens** are designed to track the emergence of spelling. The screens can be used to track skill development each term and to assist in planning of targeted teaching and allocation of spelling levels.

Term 1	Term 2	Term 3	Term 4
Term 1 Phonemic Awareness Screen (Blending and Segmentation Supporting CVC)	Stage 1	Stage 1	Stage 1
Term 1 Alphabet Recall and Formation Screen (Supporting Spelling)	Target 1 CVC fog get pad sun man	Target 1 CVC log yet pan nut wet Target 2 sh ch th ck ee oo qu wish chat then rock seem book quick	Target 1 CVC rod run lip had yes Target 2 sh ch th ck ee oo qu shut chin that pick weed moon quiz Target 3 CCVC & CVCC snip trip send lump gold

Tip: Always commence spelling screening from the CVC level each term

Quick Reference: Percentage Conversions

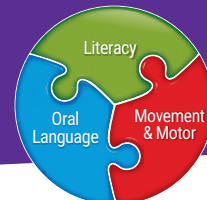
Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5														
	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stages 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

Term 2, 3 & 4: How to Conduct and Mark the Foundation Spelling Screens



Materials Required:



Coloured Pen (for teacher)
Writing Pencil (for students)

Term 2			Term 3			Term 4		
Stage 1			Stage 1			Stage 1		
Target 1	CVC	fog get pad sun man	Target 1	CVC	log yet pan nut wet	Target 1	CVC	rod run lip had yes
Target 2			Target 2	sh ch th ck ee oo qu	wish chat then rock seem book quick	Target 2	sh ch th ck ee oo qu	shut chin that pick weed moon quiz
Target 3			Target 3			Target 3	ccvc & cvcc	snip trip send lump gold

Spelling Test Words for
Foundation Students

Student Record
Form

Preparation:

- Duplicate the student spelling template for each student.
- It is recommended that the spelling test is presented to students arranged in small groups.
- Explanation to student "We are going to complete a spelling activity. The words will gradually become more difficult. Let's get started. Listen carefully to the words I am asking you to spell and do your best."

Instructions:

- "Word number 1 is [place it in a sentence]. Write the word"
- Repeat the process for each word in the sections.

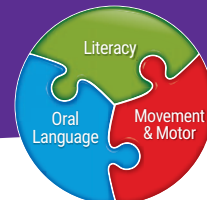
Discontinue Rule:

Continue to spell the words until the student makes five consecutive errors or if the student is visibly fatiguing or reluctant to continue. Ideally keep testing at least up until the recommended targets for each term.

Marking & Scoring the Reading Test Items:

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters?	Letter reversals are a common occurrence in the first year of learning to spell and write. Repeated practice forming letters (and particularly letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues.	 ✓ Test word: 'snip'
What happens when the student reverses a 'b' or 'd'?	When the word 'rod' is spelled 'rob' (with a reversal of a d) technically this is an error. However, within the first year of learning to spell, such errors are common and a degree of flexibility can be shown in this initial period of screening.	Suggestion: Focus on these letters reinforcing starting points and verbal cues.
Do I mark the word correct when the student uses capital letters?	When students write their spelling words with some (or all) upper-case letters, this reflects a handwriting weakness and not a spelling issue. This observation signals the need for intensive lower-case letter formation skill development.	 ✓ Test word: 'shut'
Do I mark the word correct when the student writes the correct phonic pattern, but other letters in the test word are incorrect?	No! Spelling test words are only marked correct, if they have been spelled correctly. If the target phonic pattern is correct, but other errors exist within the word, then technically the word should still be marked incorrect. Including the phonic pattern means that the concept is emerging but it definitely has not been mastered and is not ready for transference into writing.	 ✗ Test words: 'wish' and 'much'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	It is common for students who had ear infections, who present with language delays or for whom English is not a first language to experience difficulties with medial vowels e.g. a/u or i/e. This observation signals the need for targeted teaching in the area. Keep in mind, within Stage 1 Target 2 and 3, additional medial vowel practice will occur.	 ✗ Test word: 'luck'

Term 2 , 3 & 4: Phonic-Based Spelling Screens



The Term 2, 3 & 4 spelling screens are scheduled through the presentation of the following spelling placement screens. Instructions and preparation has been outlined on page 24.

Tip:

Always commence spelling screening from the CVC level each term

Term 2 Spelling Screening

Stage 1			
Target 1	CVC	1	fog
		2	get
		3	pad
		4	sun
		5	man
Target 2	sh ch th ck ee oo qu	6	shop
		7	much
		8	with
		9	luck
		10	keep
		11	hook
		12	queen
Target 3	CCVC & CVCC	13	flag
		14	glad
		15	soft
		16	pond
		17	bank
Target 4	ay ing or ar all ai er oi oy	18	today
		19	cling
		20	port
		21	march
		22	stall
		23	brain
		24	winter
		25	joint
		26	boy

Term 3 Spelling Screening

Stage 1			
Target 1	CVC	1	log
		2	yet
		3	pan
		4	nut
		5	wet
Target 2	sh ch th ck ee oo qu	6	wish
		7	chat
		8	then
		9	rock
		10	seem
		11	book
		12	quick
Target 3	CCVC & CVCC	13	skip
		14	grin
		15	mint
		16	hold
		17	crash
Target 4	ay ing or ar all ai er oi oy	18	stay
		19	sting
		20	torch
		21	smart
		22	ball
		23	snail
		24	number
		25	join
		26	toy

Term 4 Spelling Screening

Stage 1			
Target 1	CVC	1	rod
		2	run
		3	lip
		4	had
		5	yes
Target 2	sh ch th ck ee oo qu	6	shut
		7	chin
		8	that
		9	pick
		10	weed
		11	moon
		12	quiz
Target 3	CCVC & CVCC	13	snip
		14	trip
		15	send
		16	lump
		17	gold
Target 4	ay ing or ar all ai er oi oy	18	clay
		19	bring
		20	sport
		21	start
		22	small
		23	chain
		24	under
		25	point
		26	joy

Sample Student Record Form

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes
		☐ Letter reversal ☐ Medial vowel difficulties ☐ Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes
		☐ Letter reversal ☐ Medial vowel difficulties ☐ Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 2: Early Stage 1 Phonics		
6	7	8
9	10	11
12		
Score: /7%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes
		☐ Letter reversal ☐ Medial vowel difficulties ☐ Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 2: Early Stage 1 Phonics		
6	7	8
9	10	11
12		
Score: /7%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.
Stage 1, Target 3: CCVC + CVCC Words		
13	14	15
16	17	Notes
		☐ Letter reversal ☐ Medial vowel difficulties ☐ Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.

Term 2 Spelling Screen



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

☐ Week 10 Term 2 ☐ other:.....

Stage 1, Target 1: CVC Words

1	2
3	4
5	Notes ☐ Letter reversals (common at this age and should not be marked as incorrect) ☐ Students used a desk strip or phonics chart ☐ Medial vowel difficulties ☐ Other observations Score: /5 %

Term 3 Spelling Screen



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

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes ☐ Letter reversals (common at this age and should not be marked as incorrect) ☐ Students used a desk strip or phonics chart ☐ Medial vowel difficulties ☐ Other observations
Score: /5 % *Option: provide additional words then convert into a percentage.		

Stage 1, Target 2: Early Stage 1 Phonics		
1	2	3
4	5	6
7	Notes ☐ Letter reversals (common at this age and should not be marked as incorrect) ☐ Students used a desk strip or phonics chart ☐ Medial vowel difficulties ☐ Other observations	Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.
Score: /7 %		

Term 4 Spelling Screen



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

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes ☐ Letter reversals (common at this age and should not be marked as incorrect) ☐ Students used a desk strip or phonics chart ☐ Medial vowel difficulties ☐ Other observations
Score: /5 %		
*Option: provide additional words then convert into a percentage.		
Stage 1, Target 2: Early Stage 1 Phonics		
1	2	3
4	5	6
7		Notes ☐ Letter reversals (common at this age and should not be marked as incorrect) ☐ Students used a desk strip or phonics chart ☐ Medial vowel difficulties ☐ Other observations
Score: /7 %		
Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.		
Stage 1, Target 3: CCVC + CVCC Words		
1	2	3
4	4	Notes ☐ Letter reversals (common at this age and should not be marked as incorrect) ☐ Students used a desk strip or phonics chart ☐ Medial vowel difficulties ☐ Other observations
Score: /5 %		
*Option: provide additional words then convert into a percentage.		

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>



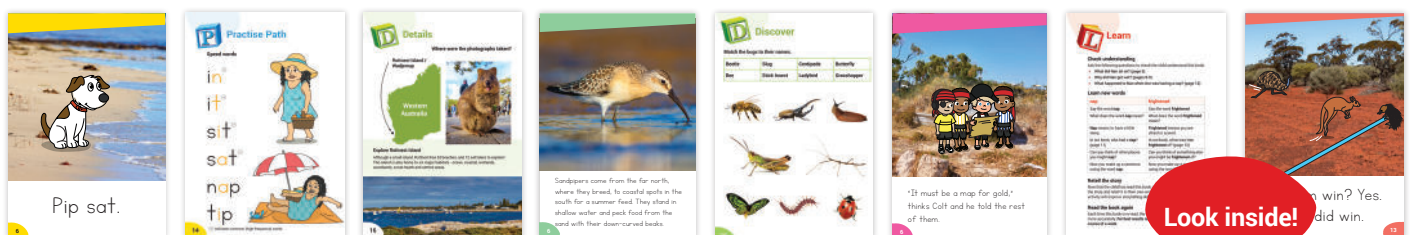
Sets 1-7
170 books!

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.



Sets 8-10
60 books!



Look inside!

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