

Whole School Literacy Plan

An evidence-based Structured Synthetic Phonics (SSP) program



What to
teach

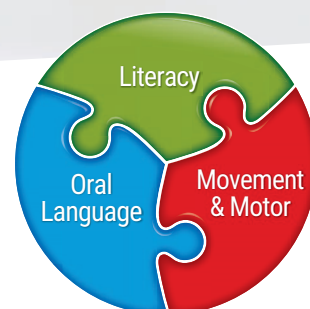
When to
screen

How to cater
for the range
in ability

www.pld-literacy.org



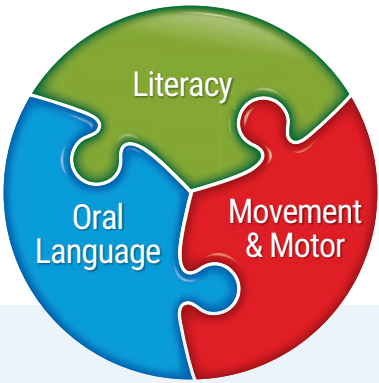
**PRIMARY
PUBLISHER
OF THE YEAR**
Four consecutive years



About PLD

PLD provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD's SSP approach extends from the early years through to upper primary years, thereby facilitating a whole school approach.

PLD's method is derived from the disciplines of speech pathology, occupational therapy and education. As an Australian publisher and professional development provider, PLD advocates that literacy and learning outcomes are maximised for children when their **Literacy**, **Oral Language** and **Movement & Motor** skills are targeted.



What is the PLD Approach?



Literacy

"The capacity to read and spell accurately and fluently is dependent on knowledge of the phoneme-grapheme relationships underpinning English orthography. The body of knowledge (phonics) needs to be taught systematically, sequentially, cumulatively and on a daily basis – to the point of automaticity" (DSF Bulletin, Volume 58:2022).



Oral Language

Oral language refers to the act of speaking and listening. The main components for the oral language skill set includes word knowledge (vocabulary); sentence structure (grammar); language understanding (semantic and comprehension ability); and structured thinking (the ability to elaborate, organise and sequence thoughts).

While poor oral language skills do not prevent children from reading, the long-term impact is concerning. By middle primary school, when both the curriculum and reading material increase in difficulty, a significant number of students will struggle to keep up with the demands of the curriculum if they have poorly developed language skills.



Movement & Motor

The way students organise their body and use their muscles to respond to what they hear is a big part of literacy & learning. Often a physical response is required. A classic example is the ability to follow instructions and compose a written response. A range of physical skill development supports the functioning within a classroom and includes fine motor skills such as pencil grip, cutting skills, letter formation and handwriting.

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How the PLD Program is Unique

PLD recognises the range of abilities within classes, as well as the fact that this range of abilities can vary greatly between classrooms.

The PLD program advocates for Tier 1 (whole class) teaching for **all three** of your Targeted Teaching Groups once the spelling placement screen has been administered. In this way, the teacher teaches the concepts of the three groups to the whole class. Many of the PLD resources allow for the **same task** to be completed at the **same time** by all three groups, but at an appropriate stage for each group. This approach supports teachers in catering allowing teachers to cater for all abilities within a single 30 minute SSP session.

Tier 2 and 3 (small group) activities are again linked to the Stage each group is working at. These additional literacy tasks are designed to be administered outside of the Tier 1, 30 minute SSP session and can be delivered in class if additional support staff are available. Groups 2 and 3 students will require (and benefit from) this additional practise and smaller focused group instruction.

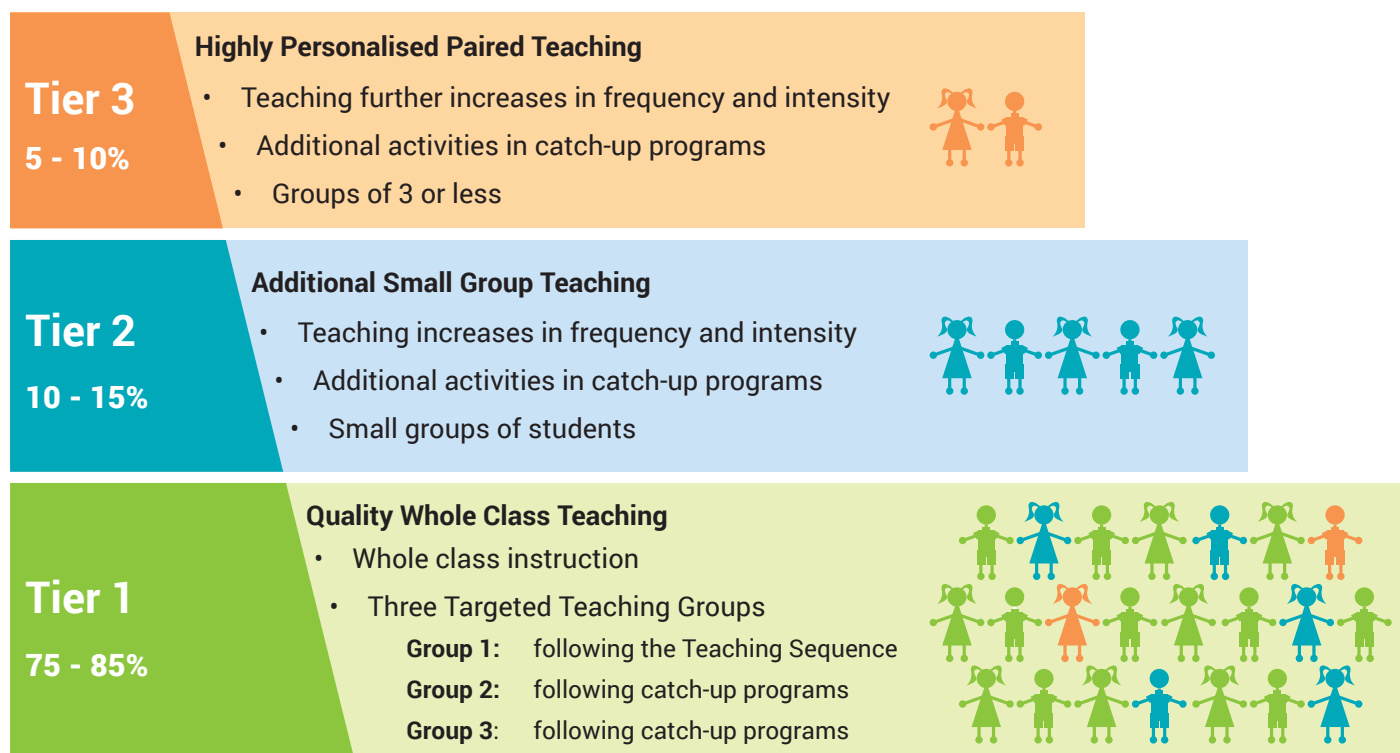
Scan here for the Evidence Base



The Three Tier Approach to SSP Implementation

AUSPELD recommends a three tier approach to implementing Structures Synthetic Phonics. PLD is identified by AUSPELD as a recommended Tier 1 program and a Tier 2 evidence-based SSP program.

The three **Tiers** (1, 2 & 3) refer to the type of teaching (as explained in the diagram below). For example whole class teaching (Tier 1), small group teaching (Tier 2) and individual (personalised) teaching (Tier 3).





PHONOLOGICAL AWARENESS

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 who have acquired the skill, (i.e. 80-100%) 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

ALPHABET	Term 2	Term 2 Teach Group 1 s, a, t, p, i, n	Alphabet Sound Knowledge (lower-case letter focus) Alphabet Sound Recall (for reading) & Alphabet Formation (for spelling)	Alphabet the Multi Sensory Way Code: Coal/Coalc
	Term 3	Term 3: - Revise Group 1 - Teach Group 2: c, h, e, r, m, d	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.	Letter Formation for Little People Code: Mlff
	Term 4	Term 4: - Revise Group 1 & Group 2 - Teach Group 3: g, o, u, l, f, b	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.	

Foundation - Year 6

Teaching Sequences for Age-Appropriate Students



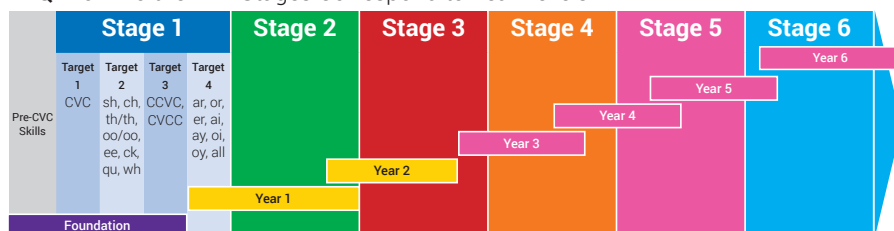
Scan here for Teaching Sequence Overview Charts for all year levels



PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups. These teaching sequences present an age-appropriate program for **Group 1** students. **Group 2** students (marginally behind the year level) and **Group 3** students (significantly behind the year level) will require personalised teaching plans.

- Stages 1, 2 and 3 Taught across 4 school terms
- Stage 4, 5 and 6 Taught across 4 school terms

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



For group 1 students, utilise the teaching overviews on page 5 and within the Integrated SSP Kits.

Foundation Teaching Sequence									
Foundation Term 1 (Pre-CVC and single word Stage 1) Target 1) Age-Appropriate Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
s	a	t	m	r	h	f	l	g	w
p	i	n	e	d	c	o	u	b	z
y	q	x							
PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for Group 1 students. Group 2 students (marginally behind the year level) and Group 3 students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.									
Foundation Term 2 (Stage 1) Target 1) Age-Appropriate Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
s	a	t	m	r	h	f	l	g	w
p	i	n	e	d	c	o	u	b	z
y	q	x							
PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for Group 1 students. Group 2 students (marginally behind the year level) and Group 3 students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.									
Foundation Term 3 (Stage 1) Target 2) Age-Appropriate Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
sh	ch	th	ch	oo	ee	ck	qu	wh	x
Words: me, we, be, she, he	Words: to, do, who, into	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you
PLD recognises that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement screens. This teaching sequence presents an age-appropriate program for Group 1 students. Group 2 students (marginally behind the year level) and Group 3 students (significantly behind the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located in the Teaching Sequence Manual.									
Foundation Term 4 (Stage 1) Target 3) Age-Appropriate Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
sh	oo	oo	qu	oo	oo	oo	oo	oo	oo
ch	ee	ee	ck	qu	wh	x			
Words: me, we, be, she, he	Words: to, do, who, into	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you	Words: are, you

Year 1 Teaching Sequence

Year 1 Term 1 (Stage 1) Target 4) Age-Appropriate Program									
Catch-Up Stage 1 Target 4) SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ay	ai	or	ar	al	er	er	ng	oy	oi
Words: no, no, no, pull, pot, what	Words: said, more, have	Words: they, one, two	Words: they, one, two	Words: they, one, two	Words: they, one, two	Words: they, one, two	Words: they, one, two	Words: they, one, two	Words: they, one, two
Year 1 Term 2 (Stage 2) Age-Appropriate Program									
Catch-Up Stage 2A SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ir	ur	re	ea	re	ow	ow	ow	ow	ow
Words: there, there, even	Words: come, some, something, sometimes, someone	Words: want, watch, water, people	Words: want, watch, water, people	Words: want, watch, water, people	Words: want, watch, water, people	Words: want, watch, water, people	Words: want, watch, water, people	Words: want, watch, water, people	Words: want, watch, water, people
Year 1 Term 3 (Stage 2) Age-Appropriate Program									
Catch-Up Stage 2B SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: after, ask, father, last	Words: fast, class, afternoon, backboard	Words: does, gone, here, here	Words: does, gone, here, here	Words: does, gone, here, here	Words: does, gone, here, here	Words: does, gone, here, here	Words: does, gone, here, here	Words: does, gone, here, here	Words: does, gone, here, here
Year 1 Term 4 (Stage 2) Age-Appropriate Program									
Catch-Up Stage 2C SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: won, above, other	Words: front, love, another, mother	Words: front, love, another, mother	Words: front, love, another, mother	Words: front, love, another, mother	Words: front, love, another, mother	Words: front, love, another, mother	Words: front, love, another, mother	Words: front, love, another, mother	Words: front, love, another, mother

Year 2 Teaching Sequence

Year 2 Term 1 (Stage 2) Age-Appropriate Program									
Catch-Up Stage 2D SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
kn	ve	re	re	re	re	re	re	re	re
Words: only, open, over	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay	Words: word, world, Monday, Wednesday, animal, bay
Year 2 Term 2 (Stage 2) Age-Appropriate Program									
Catch-Up Stage 2E SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: because, earth, heard, learn	Words: city, excited, princess	Words: caught, dinosaur, aunt, laughed	Words: caught, dinosaur, aunt, laughed	Words: caught, dinosaur, aunt, laughed	Words: caught, dinosaur, aunt, laughed	Words: caught, dinosaur, aunt, laughed	Words: caught, dinosaur, aunt, laughed	Words: caught, dinosaur, aunt, laughed	Words: caught, dinosaur, aunt, laughed
Year 2 Term 3 (Stage 2) Age-Appropriate Program									
Catch-Up Stage 2F SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ear	ear	ear	ear	ear	ear	ear	ear	ear	ear
Words: bought, brought, thought	Words: ghost, hour, autumn, castle	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write
Year 2 Term 4 (Stage 2) Age-Appropriate Program									
Catch-Up Stage 2G SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though

Year 3 Teaching Sequence

Year 3 Term 1 (Stage 3) Age-Appropriate Program									
Catch-Up Stage 3D SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: giant, magic, colour, favourite	Words: field, movie	Words: eight, minute	Words: eight, minute	Words: eight, minute	Words: eight, minute	Words: eight, minute	Words: eight, minute	Words: eight, minute	Words: eight, minute
Year 3 Term 2 (Stage 3) Age-Appropriate Program									
Catch-Up Stage 3E SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: eye, music	Words: picture, police, lion	Words: trampoline, mountain, restaurant	Words: trampoline, mountain, restaurant	Words: trampoline, mountain, restaurant	Words: trampoline, mountain, restaurant	Words: trampoline, mountain, restaurant	Words: trampoline, mountain, restaurant	Words: trampoline, mountain, restaurant	Words: trampoline, mountain, restaurant
Year 3 Term 3 (Stage 3) Age-Appropriate Program									
Catch-Up Stage 3F SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: bought, brought, thought	Words: ghost, hour, autumn, castle	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write
Year 3 Term 4 (Stage 3) Age-Appropriate Program									
Catch-Up Stage 3G SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though

Year 4 Teaching Sequence

Year 4 Term 1 (Stage 4) Age-Appropriate Program									
Catch-Up Stage 4D SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: bought, brought, thought	Words: ghost, hour, autumn, castle	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write	Words: often, guys, answer, write
Year 4 Term 2 (Stage 4) Age-Appropriate Program									
Catch-Up Stage 4E SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though
Year 4 Term 3 (Stage 4) Age-Appropriate Program									
Catch-Up Stage 4F SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though
Year 4 Term 4 (Stage 4) Age-Appropriate Program									
Catch-Up Stage 4G SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
re	re	re	re	re	re	re	re	re	re
Words: school, friend, beautiful, once	Words: enough, young, country, cousin	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though	Words: special, heart, pizza, though

Year 5 Teaching Sequence

SP recognisers that there will be a range of abilities within every classroom and advocates for three targeted teaching groups determined through the spelling placement process. This teaching resource presents an age-appropriate program for Group 1 learners. Group 2 learners (largely taught in the year level) and Group 3 learners (largely taught in the year level) will require personalised teaching plans available within the Integrated SSP Kits or using the planning tables located below.									
Year 5 Term 1 (Stage 5) Age-Appropriate Program Catch-Up Stage 5D SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ad- just	bi- nary	ex- treme	in- formation	im- pression	mis- representation	extra- ordinary	-able cable	-ible cable	revision
									
SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	
Year 5 Term 2 (Stage 5) Age-Appropriate Program Catch-Up Stage 5D SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
pro- spect	re- presentation	de- crease	er- planer	-al chemical	-ess dresses	-ical, -ful acid, floral	-trous, -ious trousers, vicious	-ate flaminate	revision
									
SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	
Year 5 Term 3 (Stage 5) Age-Appropriate Program Catch-Up Stage 5E SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
-ant fragrant	-ent herbent	-ment movement	-ship relationship	-ion migration	-ary necronary	-ory flamboyant	-ar perpendicular	-ology chronology	revision
									
SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	
Year 5 Term 4 (Stage 5) Age-Appropriate Program Catch-Up Stage 6A SSP Kit Catch-Up Program									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ch (a) perchance	xi (a) taxi	uo (a) fluoride	-al radical	ch (a) chance	et (a) quintet	gn (a) giggle	gh (a) rhyme	ps (a) pft	revision
									
SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	SP's meaning based on the spelling	

Students Requiring Decodable Reading Books

Scan here for
Catch-Up Decodable
Reading Books



Step 1: The Early Reading Screens (Accuracy and Automaticity)

The reading screens will identify the relevant reading books and also check (each term) that reading progress is being made. The screens identify the stage or stages that targeted reading practise is required.

- Initially aim for reading accuracy to increase to 95-100%.
- When accuracy levels within particular exercises improve and are recorded to be between 95 and 100%, then automaticity (or whole word rapid reading) can be targeted.



Exercise 1: VC Words (Refer to Stimulus Sheet 1)

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

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)

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 (Refer to Stimulus Sheet 3)

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 (Refer to Stimulus Sheet 4)

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

Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 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	= ____%	

Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)

strap	shrunk	splint	scrap	thirty	scream	tie	Accuracy
							___/20
nurse	toadstool	scorch	ground	pillow	knife	clue	
slippers	saw	blew	dusty	flower	smoke		= ____%

Exercise 7: Stage 3 Phonic Concepts (Refer to Stimulus Sheet 5)

ignore	frighten	cringe	pledge	struggle	career	emotion	Accuracy
							___/20
doubt	breakfast	actor	photograph	scratch	quench	cupboard	
tasty	kidney	replace	beneath	anyone	parent		= ____%

VC (Exercise 1) & CVC (Exercise 2)

- Foundation Reading Books (Semester 1):**
DRs1, DRs2, DRs3, DRs4, HRset1, AddHRset1, DLset1, DRset1, SRmulti1
- Year 1 & 2 Catch-Up Reading Books:**
HRset1b

Also Stage 1 Target 2 (Exercise 3), Target 3 (Exercise 4) & Target 4 (Exercise 5)

- Foundation Reading Books (Semester 2):**
DRs5, DRs6 (p. 9), HRset2, AddHRset2, DLset2, DRset2, SRmulti2, NFmulti2
- Year 1 & 2 Catch-Up Reading Books:**
HRset2b, HRset34b
- Year 3-6 Catch-Up Reading Books:**
MDog12, MDog1x, ThatDog1, MagBelt1

Also Stage 2 (Exercise 6)

- Year 1 Reading Books (Semester 1):**
DRs7, DRs8, DRs9, DRs10, HRset3, SRmulti3, NFmulti3
- Year 1 Reading Books (Semester 2):**
HRset4, SRmulti4, NFmulti4
- Year 2 Catch-Up Reading Books:**
L1mail, SVset
- Year 3-6 Catch-Up Reading Books:**
MDog3, Totem1, Alba1 (p. 25) Rescue1, Island1

Also Stage 3 (Exercise 7)

- Year 2 Catch-Up Reading Books:**
Deggs1
- Year 3-6 Catch-Up Reading Books:**
TitGaunt1 (p. 26), Talisman12, AmbGuard1

Step 2: From the end of Year 1, calculate Words Correct Per Minute (WCPM), after completing the Reading Screen in Step 1.

Calculation

The total number of words read in 60 seconds:	—	The total number of words read incorrectly in 60 seconds:	=	The answer is 'Words Correct Per Minute' (WCPM):
	subtract		equals	

Outcome

- ☐ The student's WCPM is not age appropriate (hence decodable reading books are required).
- ☐ The student's WCPM is appropriate and the student reads with expression and smoothness (and hence does not require decodable reading books).

Average Rates of Reading (Konza, 2012)

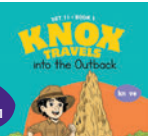
- By the end of Year 1: 60 words correct per minute.
- By the end Year 2: 90-100 words correct per minute.
- In Years 3-6: 100-120 words correct per minute.
- Skilled adult readers: approximately 180 words correct per minute.

Reference: www.ecu.edu.au/_data/assets/pdf_file/0005/663701/SA-DECS-Fluency-doc.pdf

Decodable Home Reading Books

Our Decodable Reading Books align to PLD's Teaching Sequence for Foundation - Year 2



Foundation	Term 1 & 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Decodable Reading Books				
		s snake 	a apple 	t tiger 	m mix 	r rabbit 	h hot 	f five 	l lips 	g goggles 	w wind 	j jet 	v violin 	k kangaroo 	Set 1 Code DRs1 	Set 2 Code DRs2 
		p pop 	i itchy 	n nose 	e egg 	d dig 	c car 	o octopus 	u up 	b book 	z zip 	y yell 	q quack 	x box 	Set 3 Code DRs3 	Set 4 Code DRs4 
		⚡ HFW Words ♥ a, l			⚡ HFW Words ♥ the, is			⚡ HFW Words ♥ as, has his, of			⚡ HFW Words ♥ was, for					
Foundation	Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Decodable Reading Books				
		sh hush 	ch chop 	th, th feather, thumb 	sh ch th th	oo, oo look, moon 	ee bee 	ck clock 	oo oo ee ck	qu quack 	wh whip 	x box 	Chad and His C 	Seth Set 5 Code DRs5 		
		♥ Words: me, we, be, she, he			♥ Words: to, do, who, into			♥ Words: are, you								
Foundation	Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-10	Decodable Reading Books					
		sh ch th th	oo oo ee ck	qu x wh	CCVC a u	CCVC i e	CCVC b d	CVCC a u	CVCC i e	CCVC CVCC a, e, i, o, u	Quacka Quacka Swim Set 6 Code DRs6 					
		♥ Words: me, we, be, she, he			♥ Words: to, do, who, into			♥ Words: are, you								
Year 1	Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Decodable Reading Books				
		CCVC CVCC	ay tray 	ai rain 	or horse 	ar star 	al ball 	er/er her finger 	ng king 	oy, oi oyster coin 	revision	The Rock Football Set 7 Code DRs7 				
		♥ Words: so, no, go, put, pull			♥ what, said, more, have			♥ they, one, two								
Year 2	Term 2, 3 & 4	Term 2	Term 3	Term 4	Scan here for PLD decodable books  pld-literacy.org/decodables											
		Set 8 Code DRs8 	Set 9 Code DRs9 	Set 10 Code DRs10 												
		Saturday the Third	A Puff of Wind	I Can Fly!												
Year 2	Term 1, 2, 3 & 4	Term 1	Term 2	Term 3	Term 4	Stage 3 illustrated Chapter Books to finish Decodable Book allocation Thereafter students progress onto generalised reading books.										
		Set 11 Code DRs11 	Set 12 Code DRs12 	Set 13 Code DRs13 	Set 14 Code DRs14 											
		KNOX Travels into the Outback	BLAZE AND His Mighty Steed	FERN FLIES to the Monsters Den	KNOX Travels into a Storm											



Decoding

In Term 1 PLD teaches and tracks the precursors of decoding (i.e. 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 Phonic Awareness Screen (Blending and Segmentation Supporting CVC)

Decoding Pre-requisite skills - Blending 3 Phonemes

Term 1 Alphabet Sound Screen (Supporting Reading)

Instructions:

- Explain to the student 'I want you to say the word.'
- Remember that NO copying is permitted in the test items.
- Progress through each screen until the student scores out of 10 in Week 6 and score out of 20 in Week 10.
- Remember to record the accuracy of any observable Concerning Observations.
- We want to enter the results into the PLD Tracking Sheet. Do not correct these scores to percentages.

Sample Layout for Recording Student Results

Week	1	2	3	4	5	6
1						
2						
3						
4						
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26						

Term 1 & Term 2

Term 1 and Term 2 Early Reading Screen

VC Words

Stage 1 Target 1 Words

Stage 1 Target 2 Words

Stage 1 Target 3 Words

Stage 1 Target 4 Words

Stage 1 Target 5 Words

Stage 1 Target 6 Words

Stage 1 Target 7 Words

Stage 1 Target 8 Words

Stage 1 Target 9 Words

Stage 1 Target 10 Words

Stage 1 Target 11 Words

Stage 1 Target 12 Words

Stage 1 Target 13 Words

Stage 1 Target 14 Words

Stage 1 Target 15 Words

Stage 1 Target 16 Words

Stage 1 Target 17 Words

Stage 1 Target 18 Words

Stage 1 Target 19 Words

Stage 1 Target 20 Words

Stage 1 Target 21 Words

Stage 1 Target 22 Words

Stage 1 Target 23 Words

Stage 1 Target 24 Words

Stage 1 Target 25 Words

Stage 1 Target 26 Words

Stage 1 Target 27 Words

Stage 1 Target 28 Words

Stage 1 Target 29 Words

Stage 1 Target 30 Words

Stage 1 Target 31 Words

Stage 1 Target 32 Words

Stage 1 Target 33 Words

Stage 1 Target 34 Words

Stage 1 Target 35 Words

Stage 1 Target 36 Words

Stage 1 Target 37 Words

Stage 1 Target 38 Words

Stage 1 Target 39 Words

Stage 1 Target 40 Words

Stage 1 Target 41 Words

Stage 1 Target 42 Words

Stage 1 Target 43 Words

Stage 1 Target 44 Words

Stage 1 Target 45 Words

Stage 1 Target 46 Words

Stage 1 Target 47 Words

Stage 1 Target 48 Words

Stage 1 Target 49 Words

Stage 1 Target 50 Words

Stage 1 Target 51 Words

Stage 1 Target 52 Words

Stage 1 Target 53 Words

Stage 1 Target 54 Words

Stage 1 Target 55 Words

Stage 1 Target 56 Words

Stage 1 Target 57 Words

Stage 1 Target 58 Words

Stage 1 Target 59 Words

Stage 1 Target 60 Words

Stage 1 Target 61 Words

Stage 1 Target 62 Words

Stage 1 Target 63 Words

Stage 1 Target 64 Words

Stage 1 Target 65 Words

Stage 1 Target 66 Words

Stage 1 Target 67 Words

Stage 1 Target 68 Words

Stage 1 Target 69 Words

Stage 1 Target 70 Words

Stage 1 Target 71 Words

Stage 1 Target 72 Words

Stage 1 Target 73 Words

Stage 1 Target 74 Words

Stage 1 Target 75 Words

Stage 1 Target 76 Words

Stage 1 Target 77 Words

Stage 1 Target 78 Words

Stage 1 Target 79 Words

Stage 1 Target 80 Words

Stage 1 Target 81 Words

Stage 1 Target 82 Words

Stage 1 Target 83 Words

Stage 1 Target 84 Words

Stage 1 Target 85 Words

Stage 1 Target 86 Words

Stage 1 Target 87 Words

Stage 1 Target 88 Words

Stage 1 Target 89 Words

Stage 1 Target 90 Words

Stage 1 Target 91 Words

Stage 1 Target 92 Words

Stage 1 Target 93 Words

Stage 1 Target 94 Words

Stage 1 Target 95 Words

Stage 1 Target 96 Words

Stage 1 Target 97 Words

Stage 1 Target 98 Words

Stage 1 Target 99 Words

Stage 1 Target 100 Words

Term 3

Term 3 Early Reading Screen

VC Words

Stage 1 Target 1 CVC Words

Stage 1 Target 2 CVC Words

Stage 1 Target 3 CVC Words

Stage 1 Target 4 CVC Words

Stage 1 Target 5 CVC Words

Stage 1 Target 6 CVC Words

Stage 1 Target 7 CVC Words

Stage 1 Target 8 CVC Words

Stage 1 Target 9 CVC Words

Stage 1 Target 10 CVC Words

Stage 1 Target 11 CVC Words

Stage 1 Target 12 CVC Words

Stage 1 Target 13 CVC Words

Stage 1 Target 14 CVC Words

Stage 1 Target 15 CVC Words

Stage 1 Target 16 CVC Words

Stage 1 Target 17 CVC Words

Stage 1 Target 18 CVC Words

Stage 1 Target 19 CVC Words

Stage 1 Target 20 CVC Words

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Stage 1 Target 22 CVC Words

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Stage 1 Target 89 CVC Words

Stage 1 Target 90 CVC Words

Stage 1 Target 91 CVC Words

Stage 1 Target 92 CVC Words

Stage 1 Target 93 CVC Words

Stage 1 Target 94 CVC Words

Stage 1 Target 95 CVC Words

Stage 1 Target 96 CVC Words

Stage 1 Target 97 CVC Words

Stage 1 Target 98 CVC Words

Stage 1 Target 99 CVC Words

Stage 1 Target 100 CVC Words

Term 4

Term 4 Early Reading Screen

VC Words

Stage 1 Target 1 CVC Words

Stage 1 Target 2 CVC Words

Stage 1 Target 3 CVC Words

Stage 1 Target 4 CVC Words

Stage 1 Target 5 CVC Words

Stage 1 Target 6 CVC Words

Stage 1 Target 7 CVC Words

Stage 1 Target 8 CVC Words

Stage 1 Target 9 CVC Words

Stage 1 Target 10 CVC Words

Stage 1 Target 11 CVC Words

Stage 1 Target 12 CVC Words

Stage 1 Target 13 CVC Words

Stage 1 Target 14 CVC Words

Stage 1 Target 15 CVC Words

Stage 1 Target 16 CVC Words

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Stage 1 Target 73 CVC Words

Stage 1 Target 74 CVC Words

Stage 1 Target 75 CVC Words

Stage 1 Target 76 CVC Words

Stage 1 Target 77 CVC Words

Stage 1 Target 78 CVC Words

Stage 1 Target 79 CVC Words

Stage 1 Target 80 CVC Words

Stage 1 Target 81 CVC Words

Stage 1 Target 82 CVC Words

Stage 1 Target 83 CVC Words

Stage 1 Target 84 CVC Words

Stage 1 Target 85 CVC Words

Stage 1 Target 86 CVC Words

Stage 1 Target 87 CVC Words

Stage 1 Target 88 CVC Words

Stage 1 Target 89 CVC Words

Stage 1 Target 90 CVC Words

Stage 1 Target 91 CVC Words

Stage 1 Target 92 CVC Words

Stage 1 Target 93 CVC Words

Stage 1 Target 94 CVC Words

Stage 1 Target 95 CVC Words

Stage 1 Target 96 CVC Words

Stage 1 Target 97 CVC Words

Stage 1 Target 98 CVC Words

Stage 1 Target 99 CVC Words

Stage 1 Target 100 CVC Words

Tip: Always commence the Reading Screen from VC or CVC. Term 1, do not place VC on tracking sheets

Spelling

In Term 1 PLD teaches and tracks the precursors of spelling (i.e. 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 the planning of targeted teaching and allocation of spelling levels.

Term 1

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

Decoding Pre-requisite skills - Blending 3 Phonemes

Term 1 Alphabet Recall and Formation Screen (Supporting Spelling)

Instructions:

- Explain to the student 'I want you to say the word.'
- Remember that NO copying is permitted in the test items.
- Progress through each screen until the student scores out of 10 in Week 6 and score out of 20 in Week 10.
- Remember to record the accuracy of any observable Concerning Observations.
- We want to enter the results into the PLD Tracking Sheet. Do not correct these scores to percentages.

Sample Layout for Recording Student Results

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26						

Term 2

Stage 1

Target 1

CVC

fog
get
pad
sun
man

Term 3

Stage 1

Target 1

CVC

log
yet
pan
nut
wet

Target 2

sh
ch
th
ck
ee
oo
qu

wish
chat
then
rock
seem
book
quick

Term 4

Stage 1

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

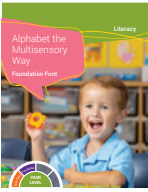
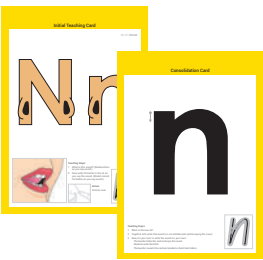
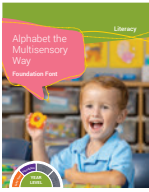
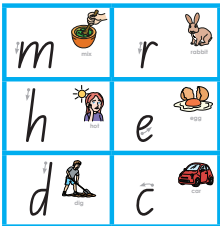
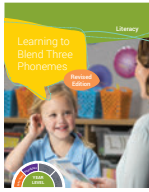
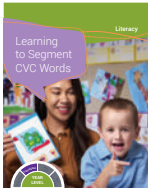
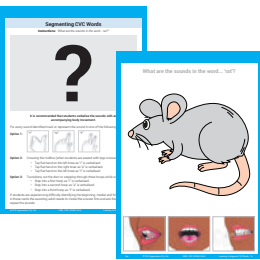
Tip: Each term always commence Spelling Screening from the CVC words.



Implementing PLD's SSP in Foundation (Term 1)

Overview of the Weekly Literacy Block Tasks (using SSP Kits) Example Week 6

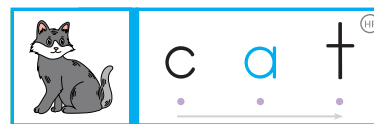
Monday- Friday Whole Class Daily Review Teacher Directed (15 min 3-4 times across the day)

Pre-CVC (or Pre-Requisite) Skills				Adult Assisted CVC Single Word Practise
Revision of Letter Sounds	Teaching New Letter Sounds	Blending (to facilitate decoding)	Segmenting (to facilitate spelling)	Finish with Modelling CVC words
  Part 1: What's the sound? Part 2: How do we write it? [in the air with verbal cues]	 	  Put these sounds together and guess the word h..e..n=?	  What are the sounds in rat?	Part 1: • Decode the word  Part 2: • Reveal the picture.  Part 3: Now let's spell that word: • Show the picture only • Segment the word • Spell the word

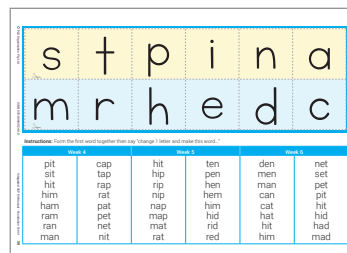
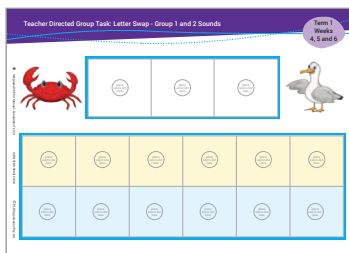
Group Tasks Teacher & Assistant Tasks (approximately 20 mins)

Teacher Led Group Tasks Monday-Friday

Task 1: Teacher Supported Single Word CVC Decoding practise (while students are still learning to blend)



Task 2: Letter Swap Without Letter Formation (while students are still learning to segment).



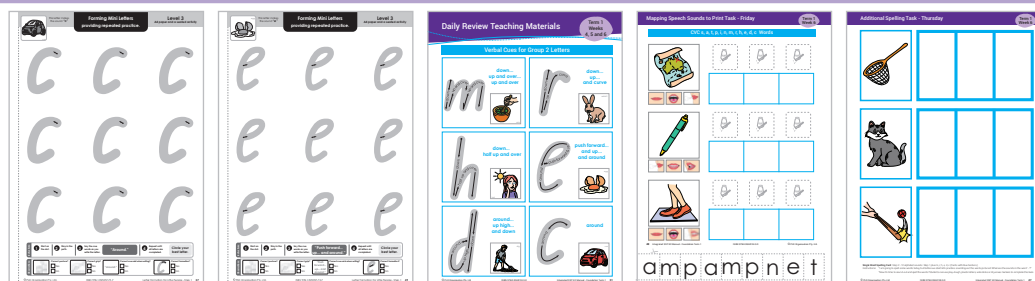
Task 3: Letter Swap With Letter Formation (while students are still learning to form letters and segment).



Additional Adult-Led Group Tasks

Letter Formation tasks:

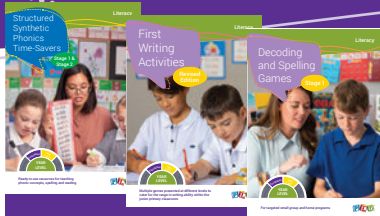
Plus adult-assisted Reading & Spelling Tasks (while pre-CVC skills are still being developed).



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

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

Scan here
for Foundation
Starter Packs



It is recommended that the PLD SSP program is taught for between 30 and 45 minutes daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom.

Monday, Tuesday, Wednesday, Thursday, Friday

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

Revise and teach high-frequency heart words	Revision of each groups phonic concepts	Read & spell previously taught words
Source: HFW	Group 1 Group 2 Group 3 Source: CCal Flipbook	



CCal

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

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

Group 1	Group 2	Group 3

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

Group 3 (with Additional Adult)

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



CCal

L2B2

LS2

Group Tasks Teacher & Assistant Tasks (approximately 20 minutes)

Teacher Led Group Tasks

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

Speech-to-Print Task (from TimeSavers templates)

Group 3	Group 2	Group 1

Wednesday - Friday

Repeated Reading & Phonic Dictation

Group 1	Group 2	Group 3

Additional Adult Led Group Tasks

Monday - Friday

Letter formation tasks Monday & Wednesday

Reading & spelling tasks Thursday

Group 2 & 3 (CVC)

Decodable reading Tuesday & Friday

Group 1	Group 2	Group 3

DRset5

DRset3

DRset1

Group 1



Bsw1

Group 2 & 3 (CVC)

Independent Tasks

Group 1 Reading Race 1b



Group 2 & 3 Reading Race 1a



Demonstration Video

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

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

Scan here for Integrated SSP Kits



It is recommended that the PLD SSP program is taught for between 30 and 45 minutes daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. Our suggested framework for Foundation literacy block is as follows, with provisions being made for groups 1, 2, and 3 students.

Monday, Tuesday, Wednesday, Thursday, Friday

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



alternative option

Group 3 (with Additional Adult)

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



Whole Class Teaching of the Three Phonic Word Lists

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



alternative option

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

Group Tasks Teacher & Assistant Tasks (approximately 20 minutes)

Teacher Led Group Tasks

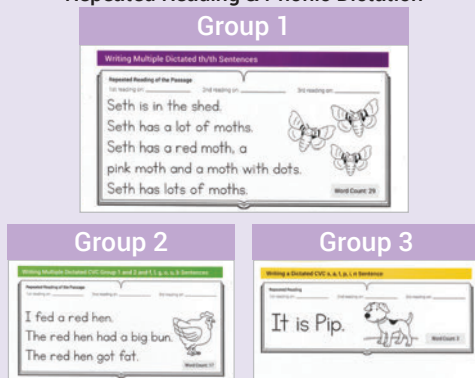
Monday & Tuesday (Teacher) Wednesday & Thursday (Independent)

Speech-to-Print Task (from TimeSavers templates)



Wednesday - Friday

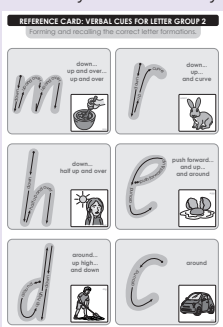
Repeated Reading & Phonic Dictation



Additional Adult Led Group Tasks

Monday - Friday

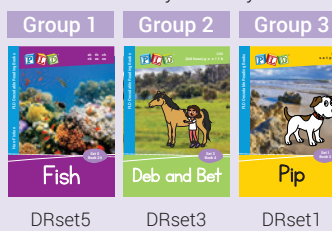
Letter formation tasks
Monday & Wednesday



Reading & spelling tasks
Thursday



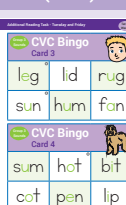
Decodable reading
Tuesday & Friday



Group 1



Group 2 & 3 (CVC)

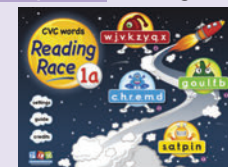


Independent Tasks

Group 1 Reading Race 1b



Group 2 & 3 Reading Race 1a





Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1		Test Word		Test Word in a Sentence		Stage 2	Test Word		Test Word in a Sentence		
Target 1 CVC		1	dog	The dog likes bones.		CCC/CC	1	strong	I am strong.		
		2	pen	Write your name in pen.		CCC/CC	2	thrust	She thrust her hands in her pockets.		
		3	pit	I fell in the pit.		-ll	3	spill	Don't spill your milk.		
		4	dam	The dam was full of water.		a-e	4	plate	Put your food on the plate.		
		5	rug	There is a rug on the floor.		i-e	5	spine	Your spine is your back.		
Target 2		sh	6	dish	Put food on the dish.		ir	6	twirl	She loves to twirl and dance.	
		ch	7	rich	The man is rich.		ow	7	elbow	He hurt his elbow.	
		th	8	them	I want to go with them.		ew	8	chew	Chew your food!	
		ck	9	sock	I have lost one sock.		oa	9	roast	Dad made roast for dinner.	
		ee	10	feed	Feed your dog.		ou	10	ground	Put it on the ground.	
		oo	11	shoot	Don't shoot the birds.		aw	11	lawn	I mowed the lawn.	
		qu	12	quit	He quit ballet.		ea	12	cream	I love strawberries and cream.	
Target 3 CCVC & CVCC			13	clap	The baby can clap.		ue	13	blue	My favourite colour is blue.	
			14	twin	I have a twin sister.		ur	14	purse	Put your money in the purse.	
			15	sold	Dad sold our house.		-y	15	sticky	Honey is sticky.	
			16	lift	Lift me up.		kn	16	knee	I scratched my knee.	
			17	went	I went to the shop.		Stage 3	Test Word		Test Word in a Sentence	
Target 4		ay	18	sway	The tree will sway in the wind.		dge	1	badge	He got the honour badge.	
		ing	19	thing	What is that thing?		igh	2	delight	She squealed with delight.	
		or	20	north	Go north.		tch	3	itchy	The bites are itchy.	
		ar	21	chart	Put your name on the chart.		ph	4	trophy	I won a trophy.	
		all	22	fall	The glass will fall.		ea	5	thread	Thread the needle.	
		ai	23	paint	Mum will paint my room.		mb	6	crumb	The mouse ate the crumb.	
		er	24	never	Never be rude.		gg	7	stagger	He walked with a stagger.	
		oi	25	spoil	Mud will spoil your dress.		-ey	8	hockey	We play hockey.	
		oy	26	enjoy	Enjoy your holidays.		ce	9	replace	Replace the batteries.	
Year 1: Present all of Stage 1 & Stage 2 (some students may progress further). Year 2: Present Stage 1, Stage 2 & Stage 3 (some students may progress further).						air	10	dairy	I am allergic to dairy.		
						ore	11	restore	Can you restore the program?		
						-le	12	sniffle	I have a sniffle.		
						-ge	13	plunge	Plunge into the pool.		
						-or	14	inspector	The inspector found termites.		
						qu	15	quaint	It is a quaint cottage.		
						tion	16	fiction	I love to read fiction.		

Year 1: Present all of Stage 1 & Stage 2
(some students may progress further).

Year 2: Present Stage 1, Stage 2 & Stage 3
(some students may progress further).

If students are operating at a higher stage refer to the Year 3, 4, 5 & 6 Screening manual located online.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

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.

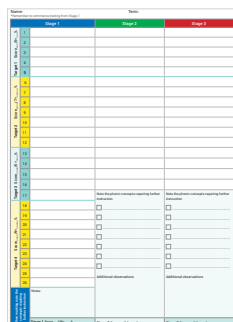
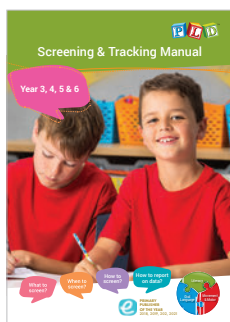
Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 3	Test Word	Test Word in a Sentence	Stage 5	Test Word	Test Word in a Sentence
dge	1 edge	Don't get too close to the edge!	ac-	1 accelerate	The go-cart will accelerate down the hill.
igh	2 midnight	They went to sleep at midnight.	-tial	2 essential	It is essential that you wear a helmet.
tch	3 rematch	She demanded a rematch after losing the game.	-ate	3 accommodate	The room can accommodate four people.
ph	4 alphabet	Children like to sing the alphabet.	-able	4 admirable	Generosity is an admirable trait.
ea	5 instead	Can I have chocolate instead of cake?	aer as /air/	5 aerosol	My sunscreen comes in an aerosol can.
mb	6 plumber	Dad called the plumber to fix the toilet.	-al	6 optional	This item is optional.
bb	7 rabbit	A rabbit likes to hop around.	u as /w/	7 extinguished	The firefighter extinguished the flames.
-ey	8 chimney	The smoke rose out of the chimney.	-cious	8 malicious	The bully made malicious threats.
ce	9 disgrace	He left the army in disgrace.	ex-	9 extreme	Today is extreme fire danger.
air	10 repair	Mum will repair the broken table.	-ship	10 relationship	Tim has a good relationship with his brother.
ore	11 before	Monday comes before Tuesday.	-ent	11 obedient	Our dog is obedient.
-le	12 grumble	Nan says I must not grumble.	-ary	12 documentary	We watched a documentary about sustainability.
-ge	13 orange	My favourite colour is orange.	ou as /u/	13 nourish	Whole food will nourish your body.
-or	14 doctor	The doctor gave me medicine.	cir-	14 circumference	The equator runs around the circumference of the earth.
qu	15 liquid	Water is a liquid.	eu as /y+oo/	15 feuding	The neighbours had been feuding for years.
tion	16 action	I like action movies.	-ment	16 measurement	Give the measurement in millimetres.
Stage 4	Test Word	Test Word in a Sentence	Stage 6	Test Word	Test Word in a Sentence
a as /o/	1 squabble	The twins will squabble over the toys.	ch as /sh/	1 parachute	A parachute is made of silk.
ch as /k/	2 mechanic	The mechanic fixed the car.	ob-	2 obliterate	The dark clouds obliterate the sun.
g as /j/	3 generate	Our machine will generate power.	-ous	3 carnivorous	A praying mantis is a carnivorous insect.
ear as /er/	4 research	We need to do research for our assignment.	silent g	4 champagne	The couple drank champagne.
age as /ij/	5 damage	Please do not damage school property.	para-	5 paralyse	A spinal injury can paralyse a person.
augh	6 naughty	Our cat is very naughty.	ir-	6 irresistible	The puppy's eyes were irresistible.
si as /zh/	7 excursion	We went on an excursion to the museum.	-qu as /k/	7 mosquito	I got bitten by the mosquito.
ti as /sh/	8 reception	I delivered the note to reception.	sub-	8 submersible	The research team has a submersible boat.
schwa+n	9 mountain	I want to go mountain climbing.	-eous	9 miscellaneous	The box holds miscellaneous items.
c as /s/	10 celery	Celery is yummy in soups.	-ise/yse	10 popularise	His books helped to popularise the sport.
ous	11 tremendous	Our team did a tremendous job.	-ive	11 inclusive	All prices are inclusive of GST.
y as /i/	12 syllable	What is the first syllable?	-icle/acle	12 chronicle	It is a chronicle of Australian history.
rr	13 hurricane	The hurricane destroyed the town.	-cal	13 reciprocal	She had hoped for a reciprocal gift.
silent u	14 guiding	My parent was guiding me through the bush land.	silent n	14 solemn	The man's face was solemn.
our as /schwa er/	15 flavour	What is your favourite flavour?	con-	15 convenience	The convenience of supermarkets is undeniable.
tu as /ch/	16 furniture	Our dog jumped on the furniture.	silent g	16 alignment	Ensure correct alignment.



The Term 1, 2, 3 & 4 placement screens are located within the Screening downloadable manuals.

Year 3 & Year 4:

- Start from Stage 1.
- Present Stages 1, 2, 3 & 4.

Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

Within each classroom, in addition to the age-appropriate students following the Teaching Sequences on page 5, there will also be students marginally behind and students significantly behind. Following the presentation of a placement test, a teaching plan will need to be devised on the basis of the identified stage or operation and the errors evident within the stage. The following tables within the Teaching Sequence Manuals are recommended for this purpose. If the school is using Integrated SSP Kits, teachers will select from Catch-Up programs within the kit.

Stage 1 Phonic Concepts														
Target 1	SSPts1	Mfwa/ Md1	Target 2	SSPts1	Md1	Target 3	SSPts1	Md1	Target 4	SSPts1	Md1	Stage 1 words with applied suffixes	Md1	
 CVC with Group 1	Lists 2-3 page 11-12	Mfwa page 26-28	Phonic Digraphs & Tricky Graphemes			Initial & Final Consonant Clusters			Phonic Digraphs			Introduction to Suffixes		
 CVC with Group 1 & 2	List 4-8 page 12-14	Mfwa page 29-31	 sh	List 18 page 19	page 57	 CCVC	List 33-36 page 27-27	page 118-138	 ay	List 43 page 32	page 182	 +s regular plural	page 231	
 CVC with Group 1, 2 & 3	List 9-14 page 15-17	Mfwa page 32-34	 ch	List 19 page 20	page 69		 CVCC	List 37-40 page 29-30	page 139-159	 ai as /ay/	List 44 page 32	page 191	 -ed no doubling of final consonant	page 234- 239
 CVC with all of the alphabet	List 15-17 page 18-19	Md1 page 11-55	 th - voiced & unvoiced	List 21 page 21	page 78	 al(l)		List 46 page 33	page 200	 (i)ng	List 47 page 34	page 203	 -ing no doubling of final consonant	page 240- 243
			 wh	List 23 page 22	page 84					 or	List 48 page 34	page 173		
			 ck	List 24 page 22	page 93				 ar	List 49 page 35	page 161			
			 ee	List 26 page 23	page 111				 er	List 51 page 36	page 221			
			 long 'oo'	List 28 page 24	page 104				 oy	List 54 page 37	page 206			
			 short 'oo'	List 30 page 25	page 99				 oi as /oy/	List 54 page 37	page 212			
			 qu (kw)	List 32 page 26	page 87									
			 x (ks)	List 31 page 26	page 90									

Structured Synthetic Phonics Time-Savers

Stage 1 & 2

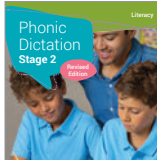


Updated Edition

Website code: SPTS1

Phonic Dictation Stage 2

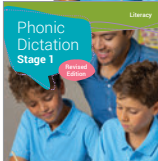
Reinforces



Literacy

Phonic Dictation Stage 1

Reinforces



Literacy

Website code: Md1 & Md2

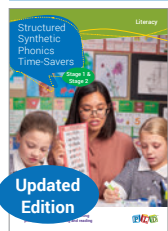
Phonic and Sight Word Sequence

Reinforces

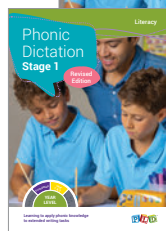


Literacy

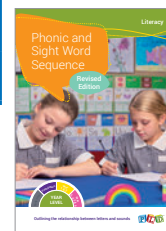
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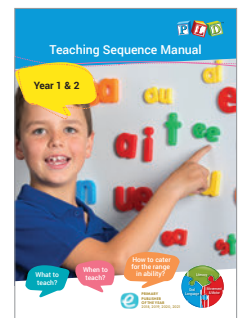
Website code: SSPts1



Website code: Md1 & Md2



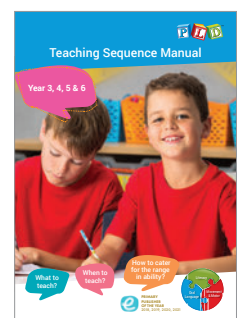
Website code: Bpsw



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



Stage 2 Phonic Concepts						Stage 2 Consonant Blends				Stage 2 Double Consonants		
	SSPts1	Md2		SSPts1	Md2		SSPts1	Md2		SSPts1	Md2	
 ue as /oo/	List 25 page 128	page 182	 ir as /er/	List 20 page 125	page 128	 Double Consonant Blends eg CCVCC & Triple Consonant Blends eg CCCVCC	List 13-15 page 122-123	page 60-68	 ff	List 8 page 119	page 69	
 ew as /oo/	List 25 page 128	page 176	 ur as /er/	List 21 page 126	page 134					 ll	List 6 page 118	page 72
 ue as /y+oo/	Bpsw page 81	page 185	 ie as /igh/	Bpsw page 82	page 194				 ss	List 7 page 119	page 75	
 ew as /y+oo/	Bpsw page 81	page 179		 y as /igh/	List 35 page 133					page 197	 zz	List 8 page 119
 oa	List 9 page 120	page 113	 i as /igh/		List 16 page 123	page 194	Stage 2 Long Split Vowels			Stage 2 Suffixes		Md2
 oe as in toe	Bpsw page 79	page 125		 y as /ee/	List 37 page 134	page 188					SSPts1	Md2
 ow as /oa/	List 10 page 120	page 119	 ea as /ee/		List 11 page 121	page 152	 a_e	List 28 page 129	page 82	 -er	page 224	
 ow	List 18 page 124	page 167		Stage 2 Silent Letters			 e_e	List 29 page 130	page 91	 -s (plural)	page 226	
 ou as /ow/	List 17 page 124	page 161	 i_e				List 30 page 130	page 94	 -ing	page 228		
 aw as /or/	List 23 page 127	page 143		SSPts1	Md2	 o_e	List 31 page 131	page 100	 -ed	page 230		
 ve as /v/	List 36 page 133	page 203	 kn as /n/	List 39 page 135	page 200	 u_e	List 32 page 131	page 109	 -y	page 232		



Stage 3 & 4 planners are in the Year 3-6 Teaching Sequence Manual.

Common Tracking Sheet Issues

PLD emphasises the importance of using tracking sheets effectively to ensure a well-organised and successful implementation of the SSP program. Clear communication of the teaching plan enables classroom teachers to deliver SSP lessons with greater precision using the PLD teaching resources.

Based on the results of the termly placement tests, teachers will determine three instructional levels.

Tip! Implementing a program with **fidelity** means following it precisely, much like following a recipe step-by-step. This ensures that every aspect of the PLD Structured Synthetic Phonics program is carried out as intended, without any omissions or alterations, to deliver the best outcomes for your students.

Issue 1: Halfway Complete

Steps 1, 2 & 3 have been done, but Steps 4, 5 & 6 are incomplete.

Completing only the percentage scores on the PLD tracking sheet does not fulfill the entire process. By stopping at this stage, the teacher is unable to formulate a targeted teaching plan for each group for the term.

In such instances, teachers are advised to watch the brief instructional video using the QR code below.

Class Profile
Page 9 in the Year 1&2 Screening & Tracking Manual

	Background, Diagnoses, Difficulties etc	Stage 1				Stage 2
		Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC	Target 4 ar, or, er, ay, all, oi	
Christian Name		/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %
ESL		100	71	80	11	
ADHD/PPL		0	0	0	0	
PPL		0	0	0	0	
PPL		20	0	0	0	
Artic		100	71	40	44	
ADHD		100	14	0	0	
		80	14	0	0	
Attendance		60	43	0	0	
		80	29	20	0	
ASD		100	29	40	0	

Issue 2: Patchy Highlighting and No Established Teaching Plan

Improve communication of the teaching plan for the term ahead by highlighting consistently.

The PLD process requires teachers to clearly identify the targeted teaching focus (highlighting in yellow, rather than patchy highlighting) and to provide a clear and concise description of the term's focus.

Teachers struggling to communicate a clear teaching focus are recommended to organise students into groups after colour filling the cells that they intend to teach over the upcoming term.

In such instances, teachers are advised to watch the brief instructional videos using the QR code above.

Each video provides short training sessions and outlines the process.

Scan here to schedule a coaching session



Target 1 CVC	Stage 1			Stage 2	Stage 3
	Target 2 sh, ch, th, oo, ee	Target 3 CCVC	Target 4 ar, or, er, ay, all, oi		
/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %
0					
0					
100	100	100	11		
20					
60	0				
60	0				
100	100	100	88	31	
100	42	0			
0					
80	71	60	0		
100	85	80	77	56	19
100	71	100	0		
100	85	80	0		
100	85	80	44	*	
100	42	80	0		
100	85	80	33	13	
100	100	100	88	*	
60	42	60	22	13	0
100	88	80	55	31	0
100	100	100	100	75	19

Issue 3: Too Many Groups (4, 5 or 6 Group Scenario)

Three targeted teaching groups only.

The PLD process specifies the establishment of **three** targeted teaching groups on the tracking sheets. When teachers create four, five, or six groups, they create an impractical teaching scenario where delivering multiple levels of dictation later in the week becomes impractical.

In such cases, teachers are advised to:

- Broaden the scope of certain groups by merging groups.
- Follow this by scheduling a coaching session with a PLD School Support Coordinator via the homepage. This will assist with organising three targeted teaching groups.

Scan here to schedule a coaching session



	Background, Diagnoses, Difficulties etc	Stage 1				Stage 2	Stage 3
		Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC	Target 4 ar, or, er, ay, all, oi		
Name		/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %
Term 1 Plan: Stage 1 Target 2							
		60%	71%	60%	11%		
		100%	57%	80%	11%		
		100%	71%	60%	11%		
		80%	57%	40%	11%		
Term 1 Plan: Stage 1 Target 3							
		100%	86%	80%	11%		
		100%	100%	60%	11%		
		80%	86%	40%	11%		
Term 1 Plan: Stage 1 Target 4							
		100%	100%	100%	44%		
		100%	86%	80%	22%		
		100%	100%	80%	33%		
Term 1 Plan: Stage 2							
		100%	100%	100%	66%	50%	6%
		100%	100%	100%	100%	63%	13%
		100%	100%	100%	100%	75%	25%
		100%	100%	100%	100%	69%	25%
		100%	100%	100%	100%	56%	38%
Term 1 Plan: Stage 4							
		100%	100%	100%	100%	88%	63%



Students Scoring 0% to 40% on the Stage 1 Target 1 CVC Screens

Supporting Pre-CVC Students Requires Two Key Steps

When students enter Year 1 - 6 with very low Stage 1 skills it can be challenging for teachers. While some students can be assigned CVC (or Stage 1 Target 1) reading, spelling and writing tasks, for a proportion of students this will not be appropriate as they may require pre-CVC skills to be targeted.

STEP 1 Identification of the pre-literacy skills that require targeted teaching using the first Assessment for Students Experiencing Difficulty With Stage 1. This screen is located within the Year 1 - 2 Screening & Tracking Manual and the Phonic Sight Word Sequence. The short subtests aim to identify which pre-literacy skills require skill development so that progress through Stage 1 can occur.

Phonemic awareness

skills are highly correlated with the development of early reading and spelling. If students have experienced multiple ear infections, if English is not their first language, if dyslexia occurs within a family or if the student has a speech or language delay, phonemic awareness may require additional targeted teaching within Year 1 - 2. Students need to be able to blend to decode CVC words and they need to be able to segment to be able to spell CVC words.

Alphabet sounds

(rather than letter names) are more important for early reading and spelling. It is common in Year 1 - 6 to find students who have gaps in their alphabet knowledge.

Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word _____."

m (1 sec pause) u (1 sec pause) g =	☐	f (1 sec pause) a (1 sec pause) t =	☐	b (1 sec pause) e (1 sec pause) d =	☐
t (1 sec pause) a (1 sec pause) p =	☐	f (1 sec pause) i (1 sec pause) t =	☐	Score _____ / 5 = _____ %	

Negative Observations (suggesting further skill development is required, even if the student scored 100%)

- Was the task presented with short pauses between sounds?
- Did the student request the sounds to be repeated?
- Did the student repeat the sounds in order to process the task?
- Did the task appear difficult?
- Other

- ☐ Yes ☐ No
☐ Yes ☐ No
☐ Yes ☐ No
☐ Yes ☐ No

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words?"

top	☐ Sounded t-o-p	☐ Other	lid	☐ Sounded l-i-d	☐ Other	web	☐ Sounded w-e-b	☐ Other
bug	☐ Sounded b-u-g	☐ Other	rag	☐ Sounded r-a-g	☐ Other	Score _____ / 5 = _____ %		

Negative Observations (suggesting further skill development is required)

- Did the student confuse the task and provide letter names?
- Did the task appear difficult?
- Other

Notes

Prerequisite Skill 3: Alphabet Sound Recall (Refer to the following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

s	☐	d	☐	g	☐	j	☐
p	☐	c	☐	b	☐	q	☐
a	☐	h	☐	o	☐	z	☐
i	☐	e	☐	f	☐	w	☐
t	☐	m	☐	u	☐	x	☐
n	☐	l	☐	i	☐	v	☐
Group 1 Score _____ / 6		Group 2 Score _____ / 6		Group 3 Score _____ / 6		y	
						k	
						Group 4 Score _____ / 8	
						Overall Score _____ / 26	

Negative Observations (suggesting further skill development is required)

- Slow speed of recall with pausing and/or hesitation.
- Did the student possess any letter/ sound confusion?
- Other

Plot the results of the assessments in the tracking sheet.

STEP 2 Use the screening information to create an individualised plan using the following options based on the student's ability level

PRE-LITERACY PROGRAMS



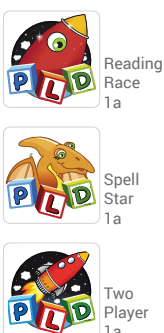
Teach a Child to Read in 3 Steps - Code: CCread

Teach a Child to Spell in 3 Steps - Code: CCspell

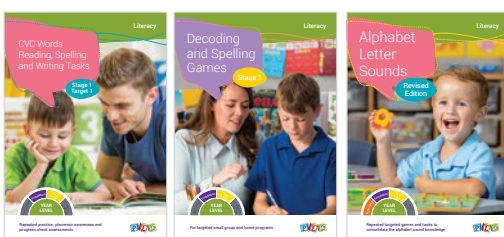
Stage 1 Synthetic Phonics Flipbook - Code: SP1

Learning to Blend Three Phonemes - Code: L2B2

PLD PHONIC APPS



CVC LITERACY PROGRAMS



CVC Words Reading, Spelling and Writing Tasks - Code: Bcvc

Stage 1 Decoding and Spelling Games - Code: Bsw1

Alphabet Letter Sounds - Code: Bal

		Term 2				Term 2 Focus: Testing & data entry within week 10, Term 1					
		Difficulty requiring Stage 1, Target 1 Page 27 in the Year 1&2 Screening & Tracking Manual				Page 10 in the Year 1&2 Screening & Tracking Manual					
		Only Students Scoring 0-40% in				Stage 1				Stage 2	
		Pre-requisite Skill 3 Alphabet	Pre-requisite Skill 1 Blending 3	Pre-requisite Skill 2 Segmentation		Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CCVC	Target 4 ar, or, er, ay, all, oi		
Background, Diagnoses, Difficulties etc	6					/5	/7	/5	/9	/16	
	Raw Score	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	
Term 2 Plan: Follow the Catch-Up outline in the Teaching Sequence											
ASD	15	80	20	0							
Attendance	12	0	0	0							
Indis	4	0	0	0							
EADL	24	0	0	0							
Attention	23	40	0	0							
Artic	test	Test	Test	20							
Beh	14	60	40	20							
				60							
Term 2 Plan: Stage 1 Target 2 (7 wks) & Target 3 (4 weeks)											
Artic				60	28	60					
Attendance				80	28	80					
				100	28	40					
				80	0	60					
				100	42	80					
				100	0	80					
				100	57	60					

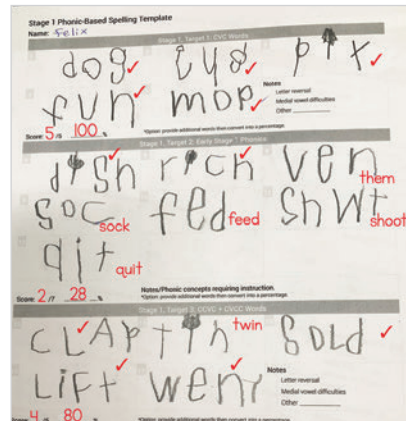


The Year 1 & 2 Screening & Tracking Manual contains instructions on how to administer and score the assessments. A summary outline has been provided below.

Step 1 Placement Test.

Step 2 Mark tests & convert into percentages.

Step 3 Enter results into current year's PLD Tracking Sheets.



	oo, ee	CVCC	ay, all, oi		
Background, Diagnoses, Difficulties etc	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %
Term 1 Plan: Catch up stage 1 Target 2 Outline (skip over concepts already established)					
LA	80	14	0	0	
LA, Indig	80	14	0	0	
ADHA, ASD, LLD	100	14	20	0	
ASD	80	29	0	0	
LA, Indig, LLD	40	43	0	0	
Grom, ADHD, LLD	80	43	20	0	
Term 1 Plan: Catch up stage 1 Target 4 Outline (skip over concepts already established)					
Twin	80	71	60	11	
	60	71	60	22	
	80	86	80	22	
LA	100	71	100	22	
LA, Indig	100	71	80	22	
	100	100	40	33	
Twin, ASD, ADHD	100	100	60	33	
	100	86	80	33	
Indig	100	86	80	44	6
Indig	100	86	60	44	
	100	86	100	55	
Follow the Year 2 Term 1 Outline (Stage 2) & for those ready Stage 3 from Term 2					
	80	100	100	78	56
	100	100	100	78	56
ADHD	80	100	100	78	38
	60	100	100	78	50

Step 4

Highlight in yellow the teaching focus of the term ahead.

Step 5

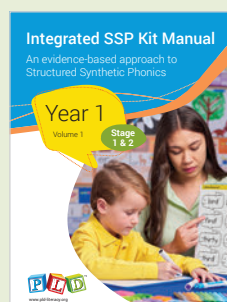
Cluster students in 3 targeted teaching groups.

Step 6

Describe teaching focus for the term.

FAQ: Where Are the Word Lists Sourced From?

OPTION 1 - Integrated SSP Kit



PLD's Integrated SSP Kits streamline the teaching experience.

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

[Integrated SSP Kit for Year 1 - Code: SSPKITy1](#)

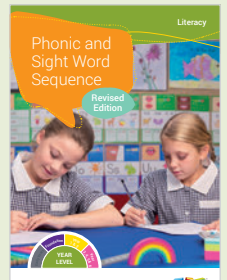
OPTION 2 - Time-Savers (Starter Packs)

The Time-Savers series reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.



[Structured Synthetic Phonics Time-Savers Stage 1 & 2 - Code: SSPTs1](#)

OPTION 3 - Teacher Created



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

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

[Phonic & Sight Word Sequence - Code: BPSW](#)

Group 1
Target 2 & 4

Group 2
Stage 2 (with Target 4)

Group 3
Stage 2

qu We are learning the letters q and u typically go together as qu representing /kw/ as in quick.

List 32

quick
quiz
quit
quits
quack
quacks
quilt
queen

ai We are learning /ay/ can be represented as ai as in rain, and usually occurs in the middle of words.

List 44

paint
rain
chain
train
paid
wait
again
nail

oi We are learning /ow/ can be represented as oi as in cloud, and is usually in the middle of words.

List 17

out
house
found
mouse
around
our
sound
ground
round
about

n or th

Words containing all alphabet sounds & digraphs.

th ir d

Words containing digraphs.

h ou se

Words containing digraphs.

Year 1 & 2

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

Scan here for
Integrated
SSP Kits

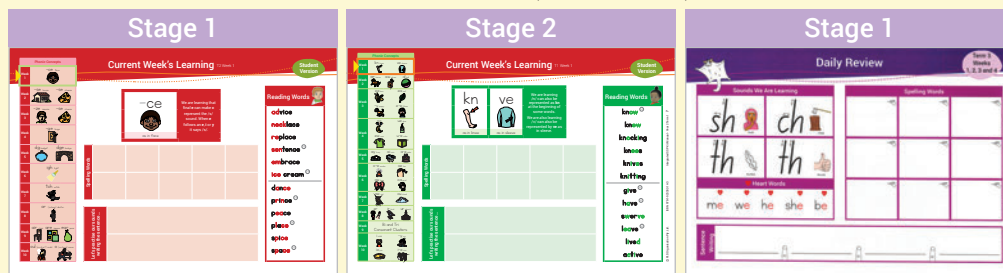


It is recommended that the PLD SSP program is taught for approximately **30 minutes** daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. The example below outlines our suggested framework for a Year 2 literacy block, with provisions being made for Groups 1, 2, and 3 students.

Monday, Tuesday, Wednesday

Whole Class Daily Review

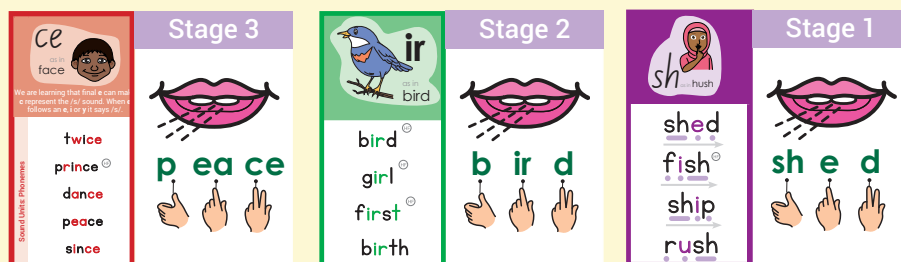
Teacher Directed (10 - 15 minutes)



See pages 10-11 of the User Guide for implementation instructions.

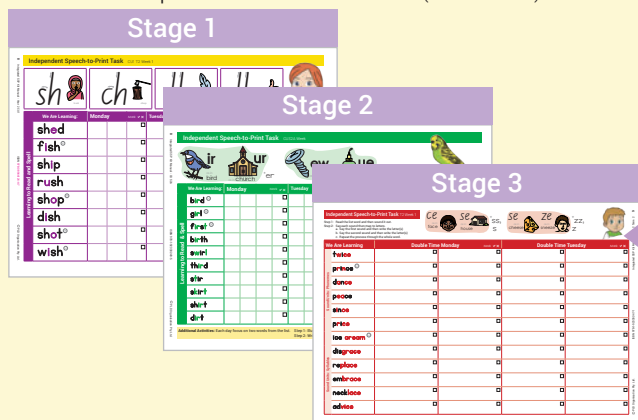
Whole Class Teaching of the Three Phonic Word Lists

Teacher Directed (5 minutes) outline the concepts of the week and focus on three to four words from each list each day.



Speech-to-Print Task

Independent Student Task (10 minutes)

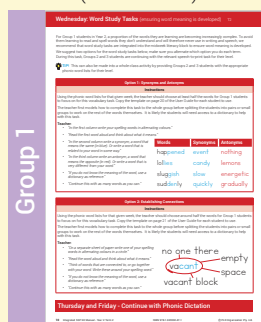


See page 13 of the User Guide for implementation instructions.

Wednesday

Word Study Tasks

Teacher Directed
(30 minutes)

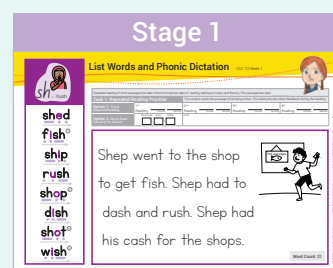
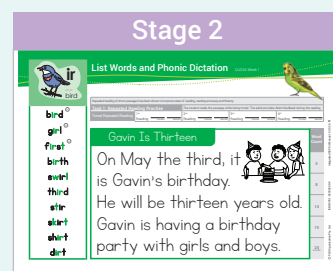
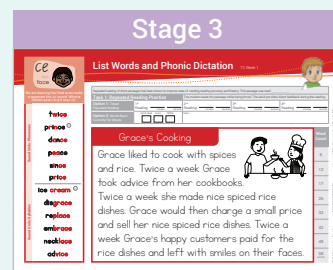


See pages 17-18 of the User Guide for implementation instructions.

Thursday, Friday

Repeated Reading & Phonic Dictation

Teacher Directed
(10-15 minutes per group)



Scan here for
Demonstration
Videos

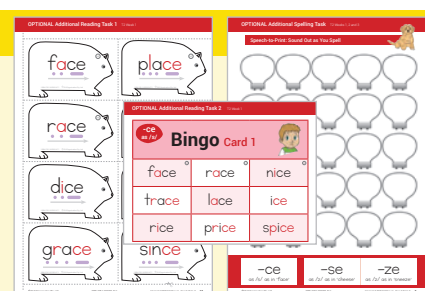


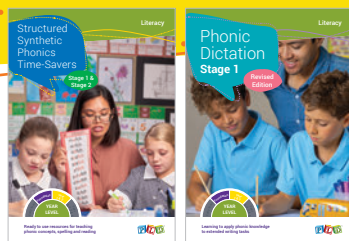
OPTIONAL Additional Literacy Tasks

Adult Directed

- We also provide additional activities for focused skills practise across spelling, reading and writing outside of the 30 minute SSP program. These tasks are optional for group 1 students, but groups 2 and 3 students will greatly benefit from this additional practise.
- These tasks could either be delivered in class if additional support staff are available, or could be set as homework.

See page 16 of the User Guide for implementation instructions.





It is recommended that the PLD SSP program is taught for approximately 30 minutes daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. Our suggested framework for the Year 1 and 2 literacy block is as follows.

Monday, Tuesday, Wednesday

Whole Class Daily Review

Teacher Directed (10 - 15 minutes)

Revise and teach high-frequency heart words	Revision of each groups phonic concepts	Read & spell previously taught words
	Group 1 (Target 4) 	
	Group 2 (Target 2) 	
	Group 3 (Target 1) 	

Thursday, Friday

Repeated Reading & Phonic Dictation

Teacher Directed (10-15 minutes per group)

Stage 1 Target 4

The Black Horse

A black horse went for a run. The black horse ran north. The horse ran north for forty steps. Then the horse sprinted for forty steps. It was a short run for the horse.

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

Stage 1 Target 2

Going Fishing

A man was in a rush. He got on a ship. He went to get fish. But the ship had a crash. The ship did not go. The man did not fish.

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

Stage 1 Target 1

Pam and the Pup

Pam got a pup. The pup dug in the mud. The pup hid in the log. The pup began to beg and yap. Pam and the pup had fun.

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

Source: Phonic Dictation Stage 1

Whole Class Teaching of the Three Phonic Word Lists Teacher Directed (5 minutes)
Explain what are you learning this week? Apply the learning to 3-4 words from each list.

Target 4	Target 2	Target 1

Speech-to-Print Task (from TimeSavers templates)

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

Target 1	Target 2	Target 4

Group 2 (marginally behind are associated with Tier 2.)

Group 3 (significantly behind are associated with Tier 3.)

Group 2 & 3 require tier 1 teaching and additional teaching with increased intensity and frequency.

Group 3 Students

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



Demonstration Videos

Additional Literacy Tasks

Adult Directed

- We also provide additional activities for focused skills practise across spelling, reading and writing outside of the 30 minute SSP program. Group 2 and 3 students will greatly benefit from this additional practise.
- These tasks could either be delivered in class if additional support staff are available, or could be set as homework.

thin	this	Bsw1	th Bingo
that	thar		that
then	then		thin
moth	with		thud
			than
			them
			moth

Scan here for
Years 3, 4, 5 & 6



```

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

Step 1 Placement Test.

Step 2 Mark tests & convert into percentages.

Step 3 Enter results into PLD Tracking Sheets.

Step 4

Highlight in yellow the teaching focus of the term ahead.

Step 5

Cluster students in 3 targeted teaching groups.

Step 6

Describe teaching focus for the term.

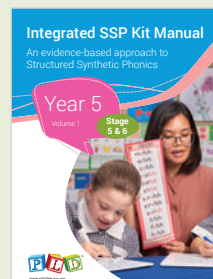
Instructions: Spell the word. Read the test word in a sentence. Spell the word.	
Stage 1 Test Words road run tip yes chicken pick moon quiet send jump clump bring start small chain point instruct	Test Word in a Sentence road Get your fishing rod. run Run as fast as you can. tip He hit her on the tip. yes Yesterday I had a birthday. chicken Yes, you can play with me. chicken Please shut the door. chicken The baby had found his chin. pick That is my pet. pick You can pick what game to play. moon I caught the weed from the garden. moon At night the moon is in the sky. quiet Right now is a quiet school. quiet Read the paper with the scissors. send We took a trip to the beach. send Can you send me a letter? jump There was a jump of an in my class. clump The chain was made from gold. bring I made a bowl of soup. start Bring your lunch to school. small Football is a small sport. chain The soccer ball went to small. small My sister is small. chain The chain left off my bike. point The dog hid under the table. point Point to be back in the line. instruct To be happy, we should be kind.
Stage 2 Test Words street accelerate press sign accommodate line start infeasible oriental kitchen malicious extreme relationship sport documentary north circumstance knife measurement	Test Word in a Sentence street The sport will accelerate down the hill. accelerate In a second the car will accelerate. press The game can accommodate four people. accommodate Generosity is an admirable trait. line Infeasible use vocabulary that is infeasible to others. oriental I own oriental food. kitchen Kitchen makes up the kitchen. malicious The bully made malicious threats. extreme There is extreme fire fighting with his brother. relationship They have a good relationship with his brother. sport The sport is a death sport. documentary We watched a documentary about sustainability. north North wind will nourish your body. circumstance The equator runs around the circumference of the earth. knife Knives make similar patterns in the sand. measurement Use the measurement in millimeters.
Stage 3 Test Words edge right kitchen orphan instead high sudden chimney disgrace high before grumble orange doctor liquid action	Test Word in a Sentence edge Don't get too close to the edge! right You might frighten him. kitchen The fridge is in the kitchen. orphan He was left an orphan. instead Can I have chocolate instead of cake? high Dad called the plumber to fix the high. sudden There was a sudden noise outside. chimney The smoke rose out of the chimney. disgrace He left the army in disgrace. high Dad called the plumber to fix the high. before Monday comes before Tuesday. grumble Mum says I must not grumble. orange My favourite colour is orange. doctor The doctor gave me medicine. liquid Water is a liquid. action My brother like action movies.
Stage 4 Test Words leech machine equitable mechanic gentleman luggage gentleman incur incursion	Test Word in a Sentence leech The twins will squabble over the toys. machine The mechanic fixed the car. equitable A gentleman has good space for a lady's room. mechanic We need to research for our assignment. gentleman My sister takes the most luggage. gentleman Our cat is very naughty. incur We went on an incur against the museum.
Stage 5 Test Words perachute shark carnivorous champagne parody invisible school submersible miscellaneous popularise incubator chronicle reciprocal patrons sedition	Test Word in a Sentence perachute A parachute is made of silk. shark A shark is a carnivorous animal. carnivorous A praying mantis is a carnivorous insect. champagne A bubble drink champagne. parody The spirit of parody can parody a person. invisible The spy's eyes were invisible. school The school had a shark week. submersible The research team has a submersible boat. miscellaneous The book holds miscellaneous items. popularise He looks happy to popularise the school. incubator The school are incubator of ideas. chronicle It is a chronicle of Australian history. reciprocal She had a reciprocal for a reciprocal gift. patrons The man's face was solemn. sedition Sedition is a crime. sedition Social media has created a passion ship.

	Group 1	Group 2	Group 3
dog	dog 3%	Strong 9%	hedge 15%
put	put 100%	thrill 9%	delight 9%
fun		spouse	itchy
map		spine	traphy
dish		twirl	themed
rich		elbow	crumb
there		coast	blunge (24)
soak		chew	replace
feed		grand	omig
shoot		lawn (10)	restore
quit		gem cream	sniffle
close		pure	plunge
said		burst	inspector
left		sting	average
went		hate	fiction
		breed (4)	
	Group 4	Group 5	Group 6
Squad on	Squad on (2)	acropolis 2%	moushache 2%
chemist	chemist	residential	abominous
generation	generation ✓	authentic	percussions ✓
rehearse	rehearse ✓	comparable ✓	Sovereign ✓
advance	advance ✓	accessible ✓	personality
subset	subset	original	illiterate
conclusion	conclusion ✓	oblivious	croquet (2)
contemplation	contemplation ✓	luscious (100)	subcontinent
bargain	bargain ✓	except ✓	simultaneous (200)
pace	pace ✓	apprenticeship	paralyze (100)
microbes	microbes	independent	protective
Symbol	Symbol	comparity	oracle
embarrassed	embarrassed ✓	bravagay	theological
disuse	disuse ✓	citizenship	comatose (1)
demeanour	demeanour ✓	perpendicular	congrigation
agriculture	agriculture ✓	committed	exhaust ✓

e 1		Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Target 3 CCVC CVCC	Target 4 or or, er, ey, all, oi					
/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %	/16 =Enter %	/16 =Enter %	/16 =Enter %
ation lists (identification of common errors)						
80%	77%	43%	25%			
100%	88%	43%	25%			
100%	77%	50%	31%			
100%	88%	25%	37%			
80%	100%	50%	19%			
100%	88%	61%	31%			
100%	80%	62%	50%			
100%	100%	50%	18%			
fying the common errors and targeting them).						
100%	100%	87%	93%	44%		
100%	100%	93%	100%	31%		
100%	88%	87%	100%	44%		
100%	100%	100%	93%	75%		
100%	100%	100%	93%	67%		
100%	100%	100%	87%	67%		
100%	100%	100%	100%	?		
100%	100%	100%	87%	63%		
100%	100%	100%	87%	63%		
ation lists						
100%	100%	100%	87%	81%	44%	19%
100%	100%	100%	87%	81%	67%	44%
100%	100%	100%	81%	93%	75%	50%
100%	100%	100%	87%	81%	94%	31%
100%	100%	100%	93%	81%	63%	44%
100%	100%	93%	93%	93%	38%	44%
100%	100%	100%	100%	81%	81%	50%

FAO: Where Are the Word Lists Sourced From?

OPTION 1 - Integrated SSP Kit



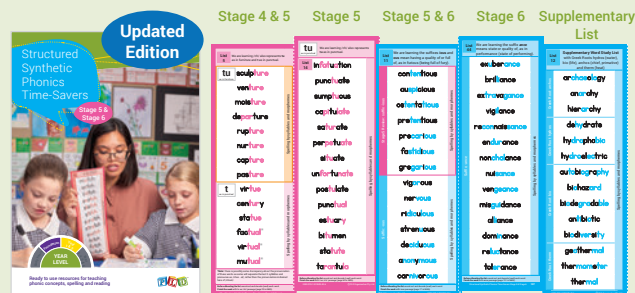
PLD's Integrated SSP Kits streamline the teaching experience.

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

Integrated SSP Kit for Year 5 - Code: SSPKitY5

OPTION 2 - Time-Savers (Starter Packs)

The Time-Savers series reduces teacher preparation time with colour-coded word lists fully prepared for whole-class explicit teaching and mini lists to be allocated to the students.



Structured Synthetic Phonics Time-Savers Stage 5 & 6 - Code: SSPts5

OPTION 3 - Teacher Created

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

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

Phonic & Sight Word Sequence - Code: BPSW

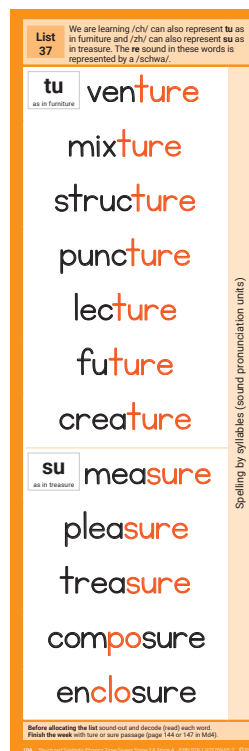
Group 1
Stage 2 & Stage 3



sh ou t

Words containing digraphs.

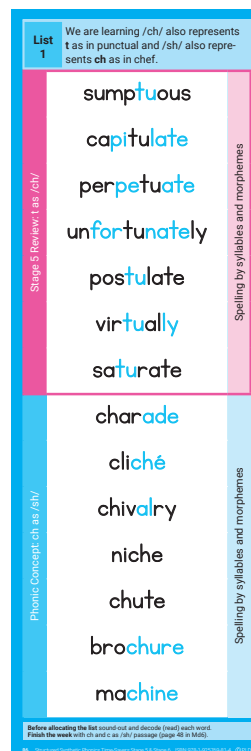
Group 2
Stage 4



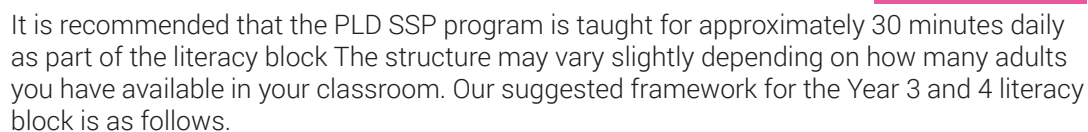
ven ture

Words containing syllables.

Group 3
Stage 5 & Stage 6

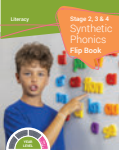


Words containing syllables.



Whole Class Daily Review

Teacher Directed (10 - 15 minutes)

Revise and teach high-frequency heart words	Revision of each groups phonic concepts	Read & spell previously taught words
 	Stage 4   	
 	Stage 3  	
 	Stage 2   	

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

List 15

We are learning /z/ (can also represent an s sound, usually when it is followed by an e, i, or y). This is commonly called a 'z' with a

juicy
excited^o
princess^o
incentive
deceptive
recent

Stage 4

Write a word that

c

jui cy

List 20

We are learning we can use 'ze' to represent an s sound and choose, usually at the end of a word.

ze sneeze
squeeze
freeze
snooze
breeze
se noise

Stage 3

Write the word

-ze

s n ee ze

List 22

We are learning 'ur' can be represented as 'ur' or 'ure' and is used at the end of a word. We are learning to apply the common rule.

er

versus^o
yesterday^o
person^o
perfect
ur lurk
burn

Stage 2

Write a word that

ur

v e r s u s

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

Speech-to-Print Task (from TimeSavers templates)

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

[illegible]

Wednesday

Word Study Task The Stage 3 & 4 groups only.

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

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



Thursday, Friday

Repeated Reading & Phonic Dictation

Teacher Directed
(10-15 minutes per group)

Stage 2

Dirk's Surprise

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



Task 2: Reading Comprehension

- a) Illustrate as many aspects of the passage as possible.
- b) Label the sea and W (as yet) words.

1

2

3

4

5

6

7

8

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10

11

12

13

14

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17

18

19

20

21

22

23

24

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30

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32

33

34

35

36

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45

46

47

48

49

50

Stage 3

Surprise Party

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



Task 2: Reading Comprehension

(a) Illustrate as many aspects of the passage as possible.
 (c) Label the two (a) and (b) of the passage.

Stage 4

Bicycle Trip Around the City

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



Task 2: Reading Comprehension

(i) Illustrate as many aspects of the passage as possible.
 (ii) Label the a (or s) words.

Implementation options

To facilitate three groups' dictation twice per week

- Use technology
- Merge two groups together

Group 3 Students

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

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



Scan here for
Integrated SSP Kits



It is recommended that the PLD SSP program is taught for approximately **30 minutes** daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. Our suggested framework for the middle primary literacy block is as follows.

Monday, Tuesday, Wednesday

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

The image displays three sample pages from the 'Reading Eggs' program, illustrating the layout for different reading levels: Stage 1, Stage 2, and Stage 3.

Stage 1 (Pink Header): The 'Daily Review' section includes a 'Phonic Concept' box with 'ou' and 'ough' sounds, and a 'Reading Words' list. The 'Current Week's Learning' section features a grid of words and a 'Student Progress' bar.

Stage 2 (Purple Header): The 'Daily Review' section includes a 'Phonic Concept' box with 'ze' and 'se' sounds, and a 'Reading Words' list. The 'Current Week's Learning' section features a grid of words and a 'Student Progress' bar.

Stage 3 (Red Header): The 'Daily Review' section includes a 'Phonic Concept' box with 'ze' and 'se' sounds, and a 'Reading Words' list. The 'Current Week's Learning' section features a grid of words and a 'Student Progress' bar.

Whole Class Teaching of the Three Phonic Word Lists

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



c pencil

Can, kiss, see
the one learning this /c/ can also represent c as in pencil, usually when it is followed by an e or i or y. This is commonly called by teachers as 'c'.

princess Ⓞ
excited Ⓞ
juicy Ⓞ

Stage 4



jui cy



ze  sneeze
se  cheese

sneeze
sneezee
freeze
snooze

Stage 3



s n ee ze



kn  knee
ve  sleeve

live Ⓞ
have Ⓞ
leave Ⓞ
give Ⓞ

Stage 2



l i ve



Speech-to-Print Task

Independent Student Task (10 minutes)

Stage 2

Independent Spanish to First Text

Write the words in Spanish in the boxes below. You can use the word bank to help you.

See the meaning	Write the word
blue	
green	
brown	
grey	
yellow	
orange	
red	
purple	
pink	
black	
white	

Stage 3

Independent Spanish to First Text

Write the words in Spanish in the boxes below. You can use the word bank to help you.

See the meaning	Write the word
green	
blue	
brown	
grey	
yellow	
orange	
red	
purple	
pink	
black	
white	

Integrated SSP Kit (colour formats)

Wednesday

Word Study Tasks

Teacher Directed
(30 minutes)

[illegible]

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

Thursday, Friday

Repeated Reading & Phonic Dictation

Teacher Directed
(10-15 minutes per group)

Stage 4

List Words and Phonic Dictation

Lesson 6





pencil

Write the words from the list below in your notebook.

Word	Number of letters	Number of syllables	Initial sound	Final sound
princess				
excited				
intensity				
descriptive				
recent				
pencil				
except				
concert				
century				
parcel				
biocycle				

Biocycle Trip Around the City

An English visitor decided upon a bicycle trip around the city. The trip started without a fall or slip at the royal palace before cycling past the dance concert hall and the nearby circus performance. Excited about the sights, the English visitor decided to cycle to a shopping centre and visit a fancy grocery store. The gentleman quenched his thirst with a glass of locally squeezed fruit juice. While in the grocer's shop he purchased some bread from the cellar section. The scene was wrapped as a parcel. Following his cycling adventure, the English visitor returned to his hotel.



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Stage 3

List Words and Phonic Dictation

ze

se

Word	Copy	Trace	Write	Read	Listen	Repeat
zoo						
zebra						
sea						
seahorse						
snake						
squid						
freesia						
water						
breeze						
nose						
foam						
rose						
choise						
present						
surprise						

Surprise Party

As grandfather had a snooze, we gathered for the surprise party. For his birthday we wanted to surprise him with a present, some cheesecake and praise him for the great man he was. Without making a noise we all eased into the house. It was a bit of a squeeze. Then we yelled, "Surprise!" I think grandfather was very pleased.

[illegible]

Dictation Implementation Options

To facilitate three groups' dictation twice per week

- Use technology
- Merge two groups together

Scan here for
Demonstration
Videos



Group 2 & 3 Students: Additional Literacy Tasks

Adult Directed

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

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

OPTIONAL: Additional Reading Task 1 

ce **card**

face	race	nice
trace	lace	ice
rice	price	spice

OPTIONAL: Additional Reading Task 1 

face



place



race



space



dice



peace



grace



since



OPTIONAL: Additional Spelling Task 

Copy the words, stick them on your grid!

















-ce

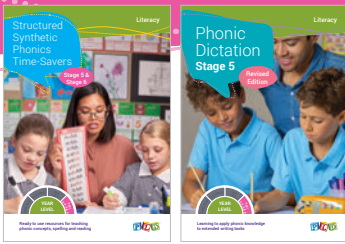
ce, face, race, nice

-se

space, peace, since

-ze

price, grace, twice



It is recommended that the PLD SSP program is taught for approximately 30 minutes daily as part of the literacy block. The structure may vary slightly depending on how many adults you have available in your classroom. Our suggested framework for the Year 5 and 6 literacy block is as follows.

Monday, Tuesday, Wednesday

Whole Class Daily Review Teacher Directed (10 minutes)

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

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

Stage 5	Stage 4	Stage 3
able We are learning that the suffix means capable of, as in perish (capable of decaying or spoiling). List 39 miserable perishable unreasonable considerable commendable agreeable	ous We are learning the suffix -ous as in marvellous (full of wonder). List 64 famous marvellous disastrous mischievous dangerous tremendous	igh We are learning 'igh' can represent y as in try and g as in light. List 6 sty sly spy igh might fight right

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

Speech-to-Print Task (from TimeSavers templates)

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

Stage 5	Stage 4	Stage 3

Wednesday & Thursday

Word Study Tasks Stage 3 - 6 groups on.

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

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

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

Friday

Repeated Reading & Phonic Dictation

Teacher Directed (10-15 minutes per group)

Stage 5

Fashionable but Miserable!

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

Stage 4

Becoming Famous

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

Stage 3

The Knight's Fight

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

Implementation options

To facilitate three groups' dictation twice per week

- Use technology
- Merge two groups together



Demonstration Videos

Choose the PLD solution that's right for you

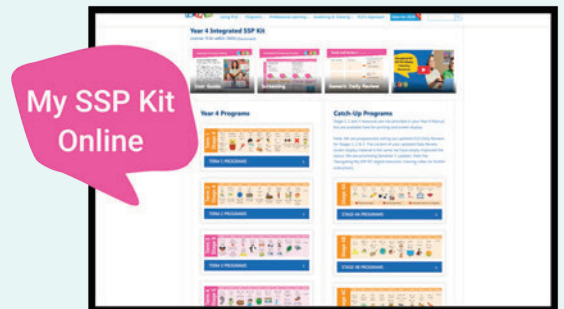
Every school and classroom is different. PLD offers flexible options to support effective evidence-based Structured Synthetic Phonics instruction.

PLD's Integrated SSP Kits

Our **Integrated SSP Kits** provide a comprehensive classroom solution, combining printed and digital resources to provide you with a full year of week-by-week age-appropriate teaching materials, alongside relevant catch-up programs to reduce teacher preparation time.

Integrated SSP Kit features

- Printed manuals with a full year of weekly phonic concepts, reading games, word lists, phonic passages and dictation tasks.
- Daily Reviews for screen display (integrating the phonic concepts for the current, last week's and last fortnight's teaching).
- Digital access to printable versions of the Manuals.
- Age-appropriate teaching programs and learning tasks, plus up to four stages of catch-up programs.
- Licensed for one teacher and one classroom; but also suitable for composite classes.
- Kit price: \$825 (inc GST).
- 12 months digital access included, then \$49.50/year (inc. GST).



If your school hasn't reviewed PLD's Integrated SSP Kits recently, it's worth taking another look. These kits bring together our most up-to-date resources into one integrated program.

Flexible Alternatives

- Our **Starter Packs** include the essential printed PLD programs giving teachers the flexibility to implement PLD in a way that suits their classroom.
- **School Licences** provide digital access for multiple staff members for an annual fee, supporting consistent implementation and shared access to PLD's teaching resources across year levels.

Both these options are particularly well suited to smaller schools, multi-age classrooms and schools seeking a lower-cost implementation option.

As teachers are required to create their own weekly teaching displays and lesson presentations, PLD also provides editable PowerPoint templates and a step-by-step video demonstrating how to prepare weekly resources for three targeted teaching groups.

Starter Packs were PLD's primary program offering before 2024 and remain a flexible and cost-effective option for many schools. Complete an audit of your school's resources to determine whether Starter Packs or Integrated SSP Kits are the best fit for your teaching needs



Trade-up offer:

Eligible schools can reduce costs through PLD's Trade-Up Program by returning eligible printed PLD resources for credit towards an Integrated SSP Kit. Learn more at <https://pld-literacy.org/trade-up-offer/>



To request a quote or a call to discuss your program needs, scan this QR code.